



POLICY COMMITTEE MEETING

Wednesday, August 10, 2022 8:00 AM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09> Passcode: 383124 Or Telephone: US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833 Webinar ID: 896 1156 8616 International numbers available:

[https://us02web.zoom.us/u/kdj0t8XYvW](https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09)

1. Review of Board of Education Policy #1312 (Public Complaints)
2. Review of Board of Education Policy/Regulation #6163.1 (Library Media Center Selection of Resources)
3. Review of Board of Education Policy #1313 (Complaints Regarding Educational Materials)
4. Review of Board of Education Policy #4112.6 (Personnel Records)
5. Review of New Board of Education Policy #4117.2/4217.2 (Acceptance of Resignations)
6. Review of Board of Education Regulation #5113.2 (Truancy/Chronic Absenteeism)
7. Review of Board of Education Regulation #5141.4 (Suspected Abuse and/or Neglect of Children)
8. Review of New Board of Education Policy #5144.4 (Physical Exercise and Discipline of Students)
9. Review of Board of Education Policy #6111 (School Calendar)
10. Review of New Board of Education Policy #6141.51 (Advanced Courses or Programs, Eligibility Criteria for Enrollment)
11. Review of New Board of Education Policy # 6141.52 (Challenging Curriculum Policy)
12. Review of Board of Education Policy # 6144.1 (Curricular Exemptions)
13. Review of New Board of Education Policy #6172.1 (Gifted and Talented Students Program)
14. Review of Board of Education Policy # 9321 Meetings (Kind, Time, Place, Notification of Meetings)
15. Review New Board of Education Policy # 9321.2 (Electronic Board of Education Meetings)
16. Review of Board of Education Policy # 9322 (Public and Executive Sessions)

17. Review of Board of Education Policy/Regulation # 6114 (Fire Emergencies, Disaster Preparedness and Crisis Response)

Public Complaints

When contacted with a complaint, individual Board of Education members will request that the ~~individual caller~~ **with the complaint** ~~first to~~ discuss the matter with the appropriate school personnel. If the matter has not been resolved at this level, the complaint should then be directed to the next person in the chain of command. The person with the complaint has the right to further refer the matter to the superintendent or designee, ~~and then to the Board of Education for resolution. The Board of Education may or may not elect officially to hear the complaint.~~

~~The employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment and presentation of the facts as he/she sees them.~~

Complaints regarding the Superintendent may be directed to the Board Chair, who shall forward the complaint to the other Board of Education members. The Board Chair has the discretion to schedule the consideration of any such complaint on a regular or special meeting agenda of the Board.

If a complaint pertains to a matter covered by state or federal law (including but not limited to discrimination, harassment, residency, transportation, accommodations for homeless students, student records, access to public records, disability accommodations), the process set forth for complaint resolution provided for by law and/or applicable Board policy shall control, in lieu of the application of this policy.

~~The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:~~

1. Teacher
2. Principal
3. Superintendent or Designee
4. ~~Board of Education~~

Policy

Adopted: October, 1981

Revised: May 22, 2000

Revised: June 7, 2004

Revised:

Library Media Center Selection of Resources

The library media program is essential for effective education in our information-based society. The ~~Glastonbury~~ library media program **for the Glastonbury Public Schools (the “District”)** supports the ~~system~~ **District’s** educational goals and objectives. It is designed to encourage an appreciation for literature and reading, to develop individual investigation and research techniques, and to foster critical thinking, while providing for the unique interests and abilities of the individual.

The library program is accomplished by providing (1) a centralized, organized collection of print and non-print materials in a variety of formats at each school and, (2) instruction in the location and use of those materials and accompanying educational technologies.

The library media center houses most of a school’s supportive instructional resources. It is accessible to students and staff throughout the day and offers an environment conducive to reading and learning. Provision of services to both students and staff is dependent upon certified library media specialists, with ~~appropriate~~ paraprofessional and clerical assistance in each library media center **as determined by the District administration**. The library media program is an integral part of the instructional process, **pre-kindergarten** through grade 12. The school library media specialists, in cooperation with other teachers, will promote reading and instruct students in those library, research and study skills ~~which~~ **that** have been integrated into all areas of the curriculum and are essential to lifelong learning.

The Glastonbury Public School Library Media department subscribes in principle to the statements of policy on library philosophy as expressed in the American Association of School Librarians’ *Access to Resources & Services in the School Library Media Program*, *An Interpretation of the Library Bill of Rights*, and the American Library Association’s *Library Bill of Rights*.

The selection of library media materials is the responsibility of the professionally trained library media specialists of the ~~Glastonbury Public Schools~~ **District**. Library media specialists will cooperate with students, faculty, administration, and parents in selecting materials. Any materials so selected shall be in compliance with other applicable Board of Education policies.

Policy

Adopted: September 25, 2006

Revised:

Library Media Center Selection of Resources

I. Objectives

The ~~Glastonbury School library media centers~~' print and media **collections of the library media centers of the Glastonbury Public Schools (the "District")** shall provide a wide variety of materials that will:

- A. Implement, enrich and support the school curriculum;
- B. Serve the varied interests, abilities and maturity levels of the pupils;
- C. Stimulate an interest in reading and learning as lifelong activities through exposure to a variety of materials; and
- D. Represent diverse perspectives to enable students to make informed judgments.

II. Selection Procedures

A. Purchased Materials

1. The selection of materials is based on knowledge of the needs of the individual school, learning and teaching styles, existing collection, the curriculum and the requests of administrators, teachers, students and parents.
2. Materials of superior quality will be sought with attention to authority, accuracy, timeliness, durability, balance, integrity, ability level, artistic and technical quality, sound and color reproduction, clarity, pacing, length, format and price.
3. Selection shall generally be based on the utilization of reputable, professional reviews, bibliographies, recommended lists and/or direct examination of materials under consideration for purchase.

B. Library Gifts

The library media centers may accept gifts based on the provisions of Board of Education policy 3280. Such materials shall be kept or disposed of in the *same* manner as purchased materials.

C. Library Media Center Weeding

Just as materials and the existing collection are evaluated before selection takes place, evaluation of the materials and the existing collection must occur before materials are removed. Systematic weeding is not an irresponsible disposal of school property; rather it is a needed service that will enhance the credibility and use of the school media center. After a thorough check of authoritative bibliographies, considerations for weeding are:

Library Media Center Selection of Resources (continued)

1. Worn and damaged titles
2. Superseded editions
3. Unnecessary duplicated titles (based on circulation)
4. Material containing information not easily accessible: no table of contents, no index, contents poorly organized
5. Material that is inaccurate factually or outdated in interpretations and attitudes
6. Inappropriateness of material format, reading level and interest level
7. ~~Material which no longer supports the curriculum~~
8. Material that is stereotyped, biased, or patronizing
9. Material that has not circulated in ten years.

III. Reconsideration of Materials

Despite the care used in selecting materials, questions arise. Should a member of the public or an employee ~~challenge~~ **question** the use of library materials, the review of these materials shall be conducted objectively. ~~Every opportunity shall be afforded those persons or groups questioning library materials to meet with the library personnel to present their opinions at any step in the process described below. The person challenging a book may present opinions and rational~~

Decisions regarding the retention or elimination of library materials shall be made on the appropriate form. The basis of the best interest of the students, the curriculum, the school and the community shall be of paramount consideration.

During the re-evaluation process, no materials shall be removed from use until a final decision has been reached.

The procedures to be followed are outlined below.

Reconsideration Process:

1. The questioner will be encouraged to discuss the matter with the library media specialist, ~~who~~ **at the school in which the questioned material is located. The library media specialist** will explain the materials selection procedures and the reason(s) the item was selected. The library media specialist will also ask the questioner to read or examine the entire source before further discussion of educational value takes place
2. If the questioner is still dissatisfied, the library media specialist will give the questioner a copy of this selection policy and a copy of the form "Request for Reconsideration of Library Resources".
3. The questioner shall ~~be directed to return copies of the completed form to the~~ library media specialist and the principal.

Library Media Center Selection of Resources (continued)

5. If, at that time, no resolution has been reached by the building principal, the library media specialist, and the questioner, then all material so far submitted will be sent to the library department director to initiate formal reconsideration.
 6. ~~The library department director will convene a Library Resource Review Committee composed of the building principal, a curriculum area director, library media specialist, PTO representative or designee, a student, and the library department director.~~ **The Library Department Director will read or review the material in question, weigh its contested elements against existing selection criteria, and offer the questioner the opportunity to meet and discuss the concerns. In making a decision pertaining to the Request for Reconsideration, the Library Department Director has the discretion to consult with other library media specialists in the District, school administrators or others with specific knowledge and/or expertise pertaining to the material in question.**
 7. ~~The Library Resource Review Committee shall read or view the material in question, weigh its contested elements against existing selection criteria, and offer the questioner the opportunity to meet with the committee. A written report explaining the action taken by the Library Resource Review Committee will be filed with the Library Department Director.~~
 5. ~~7. The Library Department Director will inform the questioner of this his/her~~ **the decision in writing. If the question has been rejected, a copy of the Library Resource Review Committee report will be made available**
 6. **The questioner may, within ten (10) school days of the written decision of the Library Department Director, appeal the decision to the questioner Superintendent.**
 7. ~~If further appeal to the superintendent/~~ **Superintendent or** designee is sought, ~~the superintendent/~~ **Superintendent or** designee will review all information and ~~the Library Resource Review Committee's report and, if necessary, meet with the Library Resource Review Committee.~~
 - ~~The superintendent/designee will issue a written response. This response is final~~ 8. ~~If further appeal to the Board of Education is requested, the superintendent~~
~~/designee will ask the Board of Education to review the Library Resource Review Committee's report, with the assistance of the Library Resource Review Committee or its representative.~~
 9. ~~The Board of Education will file a written response that will include specific reasons for their decision. The superintendent/designee will notify the questioner of the response, and the item in question will remain in use, be restricted, or be removed from use.~~
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Regulation

Adopted:
September 25, 2006
Revised:

Complaints Regarding Educational Materials

The Board of Education has established the following guidelines for addressing complaints regarding the utilization of books and other education materials in the instructional program.

1. A parent and/or legal guardian of a student under the age of 18 has the right to request that his/ her child not read, view or hear given material provided a written request is made to the appropriate building principal. ~~No parent and/or guardian has the right to determine instructional materials for students other than his/her own children.~~
2. If there is concern about a particular book or instructional material, the complainant will be asked to complete a "Request for Review of Book or Other Instructional Material" form. This request will be reviewed first by the teacher giving the assignment **and the appropriate director, and the principal principal or principal's designee. In making a decision pertaining to the Request for Review of Book or Other Instructional Material, the principal or designee has the discretion to consult with other school administrators or others with specific knowledge and/or expertise pertaining to the instructional material in question.**

~~If a question arises concerning the suitability of a library book or other library material, the same form will be issued to register concern and the form will be reviewed by the library-media specialist, the appropriate director, and the principal.~~

3. The ~~principal~~ **principal or designee** will discuss the results of the school's review with the ~~superintendent or designee~~ **complainant** and provide **the complainant with** an answer giving the school's position to the complainant. ~~If the complainant is not satisfied with the answer given by the principal, he/she may appeal to the Board of Education through the superintendent or designee.~~
4. **The complainant may, within ten (10) school days of the written decision of the principal or designee, appeal the decision to the Superintendent.**
5. **If further appeal to the Superintendent is sought, the Superintendent of Superintendent's designee will review all information and will issue a written response to the complaint.**
6. **The response of the Superintendent or Superintendent's designee is final.**

(cf. 6144 Controversial Issues)
(cf. 6161 Equipment, Books, Materials: Provision/Selection)
(cf. 6163.1 Media Center, Selection of Materials)
(cf. 6141.2 Internet Policy)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589.603 (1967)
President's Council, District 25 v. Community School Board No.25
457 F.2d 289 (1972) cert/denied 409 U.S. 998 (1976)
Mincarcini v. Stronville City School District 541 F.2d 577
(6th Cir. 1976)
Board of Education, Island Trees Union Free School District No 26 v. Pico 457
U.S. 853 (1982)
Academic Freedom Policy (adopted by Connecticut State Board of Education,
9/9/81)
Connecticut General Statutes
10-238 Petition for hearing by Board of Education

Policy

Adopted: May 22, 2000

Revised: June 7, 2004

Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Personnel Records

Personnel records shall be maintained securely and confidentially in the central office for all current employees and shall include information customarily kept in personnel files. Files shall be maintained for past employees, and include years of employment, salaries, and such other basic and essential information as the superintendent/designee shall require.

There shall be only one official personnel file in central office for each employee.

Requests for access to personnel files, except from an employee to see his or her own file, shall be referred to the superintendent/designee who shall determine whether disclosure of such records would legally constitute invasion of employee privacy. If the superintendent/designee believes disclosure is not an invasion of privacy, requested information shall be disclosed, but professional courtesy suggests the employee should be notified of such disclosure.

The records may be disclosed when the Superintendent does not believe such disclosure would legally constitute an invasion of privacy. The records, in such a situation, shall first be disclosed to the requestor, followed within a reasonable time after disclosure, with the sending of a written or electronic copy of brief description of such request to the employee and any applicable collective bargaining representative. Disclosure shall only be considered an invasion of privacy where (1) such records do not pertain to a legitimate matter of public interest and (2) disclosure of such records would be highly offensive to a reasonable person.

Records maintained or kept on file by the State Department of Education or the Board which are records of a teacher's personal misconduct shall be deemed to be public records, and subject to disclosure under the Freedom of Information Act. Disclosure of such records of a teacher's personal misconduct shall not require the consent of the teacher.

If the superintendent/designee determines disclosure would invade employee privacy, the employee/s and collective bargaining representatives if any, shall be notified in writing of the request. If the superintendent/designee does not receive a written objection, from the employee or bargaining representative, within seven business days from receipt of their notification, or if there is no evidence of receipt not later than nine business days from the date the notice was mailed, sent, posted, or otherwise given, requested records shall be disclosed. However, if an objection is received in a timely manner on the form prescribed, the superintendent/designee shall not disclose requested information unless directed to do so by the Freedom of Information Commission. Notwithstanding an objection filed by an employee's bargaining representative, the employee may subsequently approve disclosure of records by filing a written notice with the superintendent.

Personnel Records (continued)

Employee or bargaining representative objections to disclosure of records shall be made in writing on a form developed by the superintendent/designee including a signed statement by the employee or bargaining representative, under penalties of false statement, that to the best of respondent's knowledge, information, and belief, there is good grounds to support the objection and that the objection is not interposed for delay.

Notwithstanding earlier provisions of this policy, personnel evaluations of certified employees, except the superintendent, are not public records subject to disclosure – unless the employee consents in writing to the release of such records.

Each employee may inspect his or her file at reasonable times, and upon request, receive a copy of the information therein.

Legal Reference: Connecticut General Statutes

~~1-19b Agency administration. Disclosure of personnel, birth and tax records.~~

~~1-20a Objection to disclosure of personnel or medical files.~~

~~1-21i(b) Denial of access to public records or meetings.~~

1-213 Agency administration. Disclosure of personnel, birth and tax records.

1-214 Objection to disclosure of personnel or medical files (as amended by PA 18-93)

1-215 Record of arrest as public record.

1-206 Denial of access to public records or meetings.

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151c Records of teacher performance and evaluation not public records. (as amended by PA 02-138 and PA 13-122)

Perkins v Freedom of Information Commission, 228 Conn.158 (1993)

The Americans with Disabilities Act

Section 1112(c)(6) The Every Student Succeeds Act (ESSA)

Section 1112(e)(1)(B) The Every Student Succeeds Act (ESSA)

Policy

Adopted: November 14, 2005

Revised:

Acceptance of Resignations

The Superintendent of Schools is authorized to accept resignations of all certified and non-certified personnel and report the certified staff resignations to the Board of Education at a regularly scheduled meeting.

Policy
Adopted:

Truancy/Chronic Absenteeism

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. To implement this policy, the Board of Education instructs the Superintendent/designee to adopt and maintain regulations. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," and "unexcused," and "disciplinary" absences.

Legal Reference:

Connecticut General Statutes
~~Public Act 17-14, An Act Implementing and Recommendations of the Department of Education~~
~~Connecticut General Statutes 10-184~~
 10-184 Duties of parents. ~~(as amended by PA 98-243 and PA 00-157 and PA18-15)~~
 10-198a Policies and procedures concerning truants ~~(as amended by PA 00-157, PA 11-136 and PA 16-147)~~
 10-198b State Board of Education to define "excused absence", "unexcused absence", and "disciplinary absences" ~~(as amended by PA 21-46)~~
 10-198c Attendance review teams ~~(as amended by PA 17-14)~~
 10-198d Chronic absenteeism ~~(as amended by PA18-182)~~
 10-198e Identification of truancy identification **models** ~~(as amended by PA 18-182)~~
 10-199 through 10-202 Attendance, truancy in general. ~~(Revised, 1995, PA 95-304)~~
 45a-8c Truancy clinic. Administration. Policies and procedures. Report. ~~(as amended by PA 15-225)~~
 10-220(c) Duties of boards of education ~~(as amended by PA 15-225)~~
 10-202e-f Policy on dropout prevention and grant program.
 10-221(b) Board of education to prescribe rules.
 Campbell v New Milford, 193 Conn 93 (1984).
 Action taken by the State Board of Education on January 2, 2008, to define "attendance."
 Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.

Policy adopted: September 28, 2015
 Revised: February 25, 2019
 Revised: October 4, 2021
 Revised:

Truancy/Chronic Absenteeism

“**Truant**” shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

“**In attendance**” shall mean a student is present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion will always be considered absent.

“**Absence**” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

“**Mental health wellness day**” means a school day during which a student attends to their emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

“**Chronically absent child**” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

“**District chronic absenteeism rate**” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year. In the calculation of the District’s chronic absenteeism rate and the school chronic absenteeism rate, a student’s engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than **one**-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

“**School chronic absenteeism rate**” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations, which will detail the following school district obligations under the district’s truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record or other means of contacting parents or other persons having control of the child during the school day.

Truancy/Chronic Absenteeism (Continued)

3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
 - (b) a requirement to complete a summer school program successfully before promotion.
8. A regular education student who is experiencing attendance problems should be referred to the building SRBI Team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.
 9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
 10. If in existence, refer the child to the children’s probate court truancy clinic.
 11. **Provide notice to the parents/guardian the information concerning 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the state Department of Education.**

Truancy/Chronic Absenteeism (Continued)

The Board, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model. (

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselor, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education.

The District shall annually include in information for the Connecticut School Data Report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Regulation adopted: September 28, 2015

Revise: March 11, 2016

Revised: September 19, 2017

Revised: February 25, 2019

Revised: October 4, 2021

Revised:

GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut

Suspected Abuse and/or Neglect of Children

The Glastonbury Board of Education recognizes its legal and ethical obligations in the reporting of suspected child abuse/neglect or at-risk children. All Glastonbury Public School employees who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm or sexually assaulted, are required to report such to the appropriate authority, in accordance with the procedures set forth in accompanying regulations.

Legal Reference: Connecticut General Statutes:
 10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)
 10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)
 10-221s Investigations of Child abuse and neglect. Disciplinary action (as amended by PA 16-180)
 17a-28 Definitions. Confidentiality of and access to records; exceptions, Procedure of aggrieved persons. Regulations (as amended by PA 11-93 and PA 14-186)
 Section 17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA-96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)
 17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)
 17a-102 Report of danger of abuse. (as amended by PA 02-106)
 17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.
 Section 10-151 Teacher Tenure Act
 PA 11-93 An Act Concerning the Response of School Districts and the Department of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District.
 PA 15-205 An Act Protecting School Children
 PA 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.

Policy

Adopted: October, 1981

Revised: July, 1992

Amended: November, 1997

Revised: February 28, 2005

Revised: May 14, 2012

Revised: December 10, 2012

Revised: October 17, 2016

Revised: February 25, 2019

Suspected Abuse and/or Neglect of Children

It is the policy of the Board of Education to require not only school employees who are required by law to report suspected child abuse and/or neglect, but to all employees of the Glastonbury Public Schools to report suspected abuse, neglect, and/or sexual assault in accordance with the procedures set forth below.

Connecticut General Statutes §17a-101 et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy. Mandated reporters, including all Glastonbury Public School employees, the Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists, social workers and licensed behavior analysts either employed by the Glastonbury Public Schools or working in one of the District schools, or any person who, in the performance of his or her duties, has regular contact with students and provides services to or on behalf of students enrolled in Glastonbury Public Schools, who has reasonable cause to suspect or believe that a child:

1. Is in danger of or has been abused;
2. Has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
3. Has been neglected;
4. Has been placed in imminent risk of serious harm;
5. Has been sexually assaulted.

Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk or serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect, or risk and/or sexual assault to the Department of Children and Families.

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including but not limited to observations, allegations, facts by a child, victim or third party. Suspicions or belief does not require certainty or probable cause.

I. DEFINITIONS

1. Child Abuse: Injuries, (other than by accidental means), including those at variance with the history given for them, or a condition which is the result of maltreatment such as malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment inflicted upon a child under the age of 18 by a person

responsible for his/her health, welfare or care, or by a person given access to a child by the responsible person.

2. Physical Abuse: Physical injury inflicted other than by accident. The injury may not be intentional: it may result from overdiscipline of physical punishment inappropriate to the child's age or condition. Physical abuse would include, but not be limited to:
 - Any injury requiring attention.
 - Severe bruising (e.g. old and new bruise in combination, bruises on several areas).
 - Any punishment involving hitting with a closed fist or an instrument, kicking, inflicting burns, or throwing a child.

Suspected Abuse and/or Neglect of Children (continued)

3. Sexual Abuse: Any form of sexual activity imposed upon a child by a person in a position of power, authority and/or influence over the child. The activity may be coercive or non-coercive and may range from sexual exploitation, voyeurism, exposure to pornographic material and videotapes, to fondling and intercourse.
4. Emotional Abuse: Failure to provide a loving environment in which children can thrive, learn and develop. It may include threatening, scapegoating, rejection, etc.
5. Child Neglect: Any child under the age of eighteen who has been abandoned, or is being denied proper care and attention, physically, educationally, emotionally, or morally, or is being permitted to live under conditions, circumstances or associations injurious to his/her well being or has been abused. Exception: The treatment of any child by an accredited Christian Science practitioner shall not, of itself, constitute neglect or maltreatment.
6. Child at Risk: Reasonable cause to believe or suspect a child is in danger of being abused where there is no reasonable cause to suspect that such abuse has actually occurred. Imminent risk of serious harm to a student by an act or failure to act on the part of a person responsible for such student's health, welfare or care.
7. "School employee" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, licensed behavior analysts, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Glastonbury Public Schools, pursuant to a contract with the Board.
8. "Statutory mandated reporter": an individual required by Connecticut General Statutes Section 17a-101 to report suspected abuse and/or neglect of children. In the public school context, the term "statutory mandated reporter" includes all school employees, as defined in # 7 above.
9. Immunity from Liability: Any person, institution or agency which, in good faith, makes a suspected abuse report shall be immune from any liability, civil or criminal, which might otherwise be incurred and shall have the same immunity with respect to any judicial proceeding which results from such report.

Suspected Abuse and/or Neglect of Children (continued)**II. REPORTING PROCEDURES FOR STATUTORY MANDATED REPORTERS**

A. The following procedures apply to statutory mandated reporters.

1. When an employee of the Board of Education suspects or believes that a child has been abused, neglected, or has been placed in imminent risk of serious harm, the following steps shall be taken:

- a) The employee shall, immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, or has had non-accidental physical injury or injury which is at variance with history or such injury, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the, Commissioner of Children and Families, the Glastonbury police and Building Principal or his/her designee. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
- b) A mandated reporter may make the required oral report electronically in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.
- c) Online reports may be made to the Careline by mandated reporters if the report is of non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. (Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a “non-emergent” situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)
- d) If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect by a Glastonbury Public Schools employee, the Superintendent/designee shall immediately notify the child’s parent/guardian that such a report has been made.
- e) Within 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.

- f) The employee shall immediately submit a copy of the written report to the Principal and/or Superintendent/designee. If the building Principal is the alleged perpetrator of the abuse/neglect then the employee shall notify the Superintendent/designee directly.
- g) If a report prepared in accordance with Section (b) above, concerns suspected abuse, neglect or sexual assault by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Commissioner of Children and Families shall submit a copy of the written report to the Commissioner of Education, or his/her or his/her designee.

STUDENTS

Regulation: 5141.4(c)

Revised

Suspected Abuse and/or Neglect of Children (continued)

Oral and written reports should include:

- The names and addresses of the child and his/her parents or other person responsible for his/her care;
- The age of the child;
- The gender of the child;
- The nature and extent of the child's injury or injuries, maltreatment or neglect;
- The approximate date and time the injury or injuries, maltreatment or neglect occurred;
- Information concerning any previous injury or injuries, maltreatment or neglect known to the reporter;
- The circumstances under which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- The name of the person or persons suspected of being responsible for causing such injury or injuries, maltreatment or neglect;
- The reason such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- Any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and
- Whatever action, if any, was taken to treat, provide shelter or otherwise assist the child

A. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony unless such individual is under eighteen years of age or educated in a district school other than part of an adult education program.

B. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Suspected Abuse and/or Neglect of Children (continued)**C. Training**

All new employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years.

The principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriated for the students enrolled in the school.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police office, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Suspected Abuse and/or Neglect of Children (continued)**D. Foster Care**

Upon request of the Board of Education, the Department of Children and Families shall provide the name, date of birth and school of origin for each child in the custody of the Department of Children and Families who has been placed in foster care and is attending Glastonbury Public Schools.

III. INVESTIGATION OF THE REPORT

The Superintendent/designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board of Education or other individual under the control of the board, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commission of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect.

In all other cases, the Department of Children and Families shall be responsible for conducting the investigation with the cooperation and collaboration of the Glastonbury Public Schools, as appropriate.

When the Glastonbury Public Schools is conducting an investigation involving suspected abuse, neglect, or sexual assault by an employee of the Glastonbury Public Schools or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect, or sexual assault to be heard with respect to the allegations contained in the report. During the course of such investigation the superintendent/designee may suspend a Board employee with pay or may place the employee on leave with pay, pending the outcome of the investigation. However, the Superintendent/designee must suspend a public school employee (in a position requiring a certificate) when the investigation produces evidence that the employee abused a child. Suspension will be with pay until the Board of Education completes the investigation and takes action.

Any person reporting child abuse, neglect, or sexual assault or having information relevant to alleged abuse or neglect, shall provide the Superintendent/designee with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

Suspected Abuse and/or Neglect of Children (continued)**A. Evidence of Abuse by School Employees**

After an investigation has been completed by DCF and the Commissioner of Children and Families, based upon results of such investigation, has reasonable cause to believe that a child has been abused, neglected, or sexually assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families abuse and neglect registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse, neglect, or sexual assault by a school employee the Superintendent and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent the school employee and the Commissioner of Education. The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee abused, neglected, or sexually assaulted a child and recommends the employee be placed on the DCF Child abuse and neglect registry.

Not later than seventy-two (72) hours after such a suspension the Superintendent/designee shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for and the conditions of the suspension. The Superintendent/designee shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education or its attorney for the purposes of review of employment status, certification permit or authorization. Any decision of the Superintendent/designee concerning such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District.

Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent/designee and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the superintendent/designee's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of abuse, child neglect, or sexually assault the Superintendent/designee shall notify the Commissioner of Education, or his/her representative, within seventy-two (72) hours after such termination. Upon receipt of such notice from the superintendent/designee, the Commissioner of Education may commence certification revocation proceedings. It is recommended that Superintendent/designees file a Request to Revoke the terminated employee's certificate.

Suspected Abuse and/or Neglect of Children (continued)

If a school employee is convicted of a crime involving an act of child abuse, neglect, or sexual assault the state's attorney shall notify, in writing, the Superintendent/designee of the school District in which the person is employed and the Commissioner of Education. Upon such notification, the certificate of the certified educator is automatically revoked.

B. Evidence of Abuse or Neglect by Any Other Employee or Independent Contractor of the Board of Education.

If the investigation by the Superintendent/designee and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent/designee and/or the Board, as appropriate, may take disciplinary action, starting with suspension, up to and including termination of employment. The suspension shall remain in effect until the incident of abuse has been satisfactorily resolved by the local Board of Education.

Records

The Glastonbury Public Schools shall maintain records of allegations, investigations and reports that a child has been abused or neglected by a school employee. Such records will be maintained in the Glastonbury Public Schools Central Office. The records shall include any reports made to the Department of Children and Families. Such Department is to have access to all such records.

The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept in Glastonbury Public Schools files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such Board of Education, and records of the personal misconduct of such teacher. (*"Teacher" includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)

The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been abused or neglected. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.

Suspected Abuse and/or Neglect of Children (continued)

The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been abused and neglected by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

Delegation of Authority by Superintendent

The superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Special Reporting Procedures concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes required that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18.

1. Definitions

"Abuse" means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where an intellectually disabled person either is living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

2. Reporting Procedures. If an employee has reasonable cause to suspect that an intellectually disabled person has been abused or neglected, he/she shall, within five (5) calendar days make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five (5) calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

3. Contents of Report. Any such report shall contain the following information

- a) The name and address of the allegedly abused or neglected person;
- b) A statement from the reporter indicating a belief that the person is intellectually disabled, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c) Information concerning the nature and extent of the abuse or neglect; and
- d) Any additional information, which the reporter believes, would be helpful in investigating the report or in protecting the intellectually disabled person.

Suspected Abuse and/or Neglect of Children (continued)

4. **Investigation of Report.** If the suspected abuser is a school employee, the superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth.

If the investigation by the Superintendent and /or the Office of Protection and Advocacy produces evidence that an intellectually disabled person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

Non-Discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

Training

All District employees are required to complete a training program pertaining to the accurate and prompt reporting of abuse and neglect, made available by the Commissioner of Children and Families. In addition, all employees must complete a refresher program at least once every three years. Employees hired before July 1, 2011 must complete the refresher training program by July 1, 2012 and must retake it once every three years thereafter.

Foster Care

Upon request of the Board of Education, the Department of children and Families shall provide the name, date of birth and school or origin for each child in the custody of the Department of Children and Families who has been placed in foster care and is attending a District school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse of neglect; or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so; or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

- Legal References: Connecticut General Statutes
- 10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)
- 10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)
- 10-221s Investigations of child abuse and neglect. Disciplinary action. (as Amended by PA 16-188)
- 17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93 and PA 14-186)
- 17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205)
- 17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93 PA 15-205, PA 18-15 and PA 18-17)
- 17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93, PA 15-205, PA 18-15 and PA 18-17)
- 17a-101i Abuse of child by school employee or staff member of public or private institution or facility providing care for children. Suspension. Notification of state's attorney re: conviction. Boards of education to adopt written policy re: reporting of child abuse by school employee.
- 17a-102 Report of danger of abuse. (as amended by PA 02-106)
- 17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.
- 10-151 Teacher Tenure Act
- P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District . *Section 17a-103 Section 53a-65*
- PA 15-205 An Act Protecting School Children
- PA 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.

Regulation

Approved: October, 1981

Revised: July, 1992

Amended: November, 1997

Revised: December 18, 2000

Revised: February 28, 2005

Revised: May 14, 2012

Revised: December 10, 2012

Revised: March 9, 2015

Revised: October 17, 2016

Revised: February 25, 2019

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health or safety of other students or school personnel or
- b. It is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

Discipline

Physical Exercise and Discipline of Students (continued)

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student’s Planning and Placement Team (PPT).

For the purpose of this policy, “school employee” means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

Legal Reference:

Connecticut General Statutes
10-221o Lunch periods. Recess

10-221u Boards to adopt policies addressing the use of physical activity as discipline.

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.

**Policy
Adopted:**

School Calendar

The Board of Education directs the superintendent to develop a school calendar that meets the legal requirements and the needs of the community, students and personnel.

Such calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may declare a holiday in the schools under its jurisdiction for good reason.

The Board of Education may use the Regional Educational Service Center (RESC) developed and approved uniform regional school calendar.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Legal Reference: Connecticut General Statutes
 1-4. Days designated as legal holidays.
 10-15. Towns to maintain schools.
 10-29.a. Certain days to be proclaimed by governor. Distribution and number of proclamations.
 10-261 Definitions.
 10-161 Establishment of graduation date.
~~PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.~~
~~PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force.~~
 10-66q Development and adoption of uniform regional school calendar. Report. (as amended by PA 17-220)

Policy

Adopted: October, 1981

Revised: March 27, 2006

Revised: October 30, 2017

Revised:

Advanced Courses or Programs, Eligibility Criteria for Enrollment**Purpose**

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

Definitions

An **"advanced course or program"** is defined as an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

"Prior academic performance" means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

1. Provide a course sequence and foundation building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.

Advanced Courses or Programs, Eligibility Criteria for Enrollment**Procedures/Criteria/Guiding Principles (continued)**

4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the school counselor.

The Board seeks course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced Courses or Programs, Eligibility Criteria for Enrollment**Procedures/Criteria/Guiding Principles (continued)**

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6172.1 - Gifted and Talented Students
(cf. 6141.52 -Challenging Curriculum Policy

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so in grades 8 and 9.

An "**advanced course or program**" as defined in this policy means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The needs of advanced and high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for identification of students that includes multiple measures in order to identify strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)**Criteria (continued)**

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;
 - Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of "B" or higher in the core content areas);
 - Creative thinking ability; and
 - Giftedness.
- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)**Academic Plan**

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP) or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation and the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.51 - Advanced Courses or Programs-Eligibility Criteria for Enrollment)
(cf. 6172.1 - Gifted and Talented Students)

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

CURRICULAR EXEMPTIONSMandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Glastonbury Board of Education (the “Board”) shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS;
4. Sexual abuse and assault awareness and prevention program; or
5. Religion

Definitions:

“Dissection Instruction” is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

“Family Life Education Instruction” is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

“HIV/AIDS Instruction” is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

“Sexual abuse and assault awareness and prevention program” is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Exemption from Instruction

~~Students enrolled in the Glastonbury Public Schools may be exempt from participation in the following specific classes or from specific sections of the instruction program of the following classes by observing these rules:~~

- ~~1. To be exempt from participation in a physical education class, a student must present to the principal/designee a physician’s statement explaining the reason(s) for the inability to participate.~~
 - ~~2. Exemption from participation in all or any part of a family life education program, instruction on acquired immune deficiency syndrome (AIDS)*, or a firearm safety program is automatically granted upon written request from a parent/guardian of a student less than eighteen years of age or from a student eighteen years of age or older. Students should be informed of their right to be exempt from the Family Life program.~~
-

- ~~3. A student eighteen years of age or older or the parent/guardian of a younger student identified as deaf or hearing impaired may request exemption from taking courses in a foreign language upon written request.~~

~~A written request from a student eighteen years of age or older or from the parent/guardian of a younger student to be exempt from all or any part of a required course of instruction, other than those listed above, shall be considered on its merits and the decision to approve or disapprove the request shall be made by the building administrator/designee. These may include exemptions in the following areas:~~

~~Religion~~

~~If the religious belief and/or teachings of a student or his/her parents/guardians are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the principal/designee stating the conflict involved.~~

Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing within the first two weeks of school.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from participating in the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

~~Dissection of Animals~~

~~A student will be exempted from Dissection of Animals upon receipt of a written request for exemption from the parent/guardian.~~

~~Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.~~

~~Exemption from Instruction~~ (continued)

~~*AIDS Instruction~~

~~Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.~~

(cf. GPS Policy 6164.12)

~~Legal Reference: Connecticut General Statutes
10-16 Prescribed courses of study
10-19 AIDS Education
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught
10-16(e) Students not required to participate in Family Life programs~~

Legal References:

Conn. Gen. Stat. § 10-16c.
Conn. Gen. Stat. § 10-16e.
Conn. Gen. Stat. § 10-18d.
Conn. Gen. Stat. § 10-19(b).
Conn. Gen. Stat. § 17a-101q.

Policy
Approved: October, 1981
Revised: May 8, 2006
Revised:

GLASTONBURY BOARD OF EDUCATION
Curricular Exemption Request Form

I request that my child be exempted from instruction in the following areas:

Check all that apply:

- 1. Dissection _____
- 2. Family life education _____
- 3. HIV/AIDS _____
- 4. Sexual abuse and assault awareness and prevention program _____
- 5. Religion _____

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by the first two weeks of the start of school.

Date

Name of Student (Please Print)

Parent's/Guardian's Signature

Date

Or

Student's Signature (if 18 years of age)

Date

Gifted and Talented Students Program

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students.

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

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

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

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

Gifted and Talented Students Program (continued)

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

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

P.A. 19-184 An Act Concerning the Provision of Special Education. Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

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

Policy adopted:

Meetings (Kind, Time, Place, Notification of Meetings)

Notification of Regular and Special Meetings

Revised

Regular Meetings

The Board of Education shall file with the Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, and shall post the schedule on the District's Internet website. No meeting shall be held sooner than thirty days after such filing.

~~the Town Clerk, filed in the office of the superintendent, and posted on the Board of Education web site, giving the time and place of the meeting and the agenda. Such notification shall take place not less than twenty-four hours prior to the time of a regular or special meeting. Each Board member shall be notified by the superintendent of the time, place and business to be transacted, although any Board member may waive the twenty-four hour notification of a special meeting by a written waiver of notice.~~

Notice of Meetings

Notice of regular meetings will be mailed (or emailed if requested) to persons filing a written request renewable in January of each year. The Board of Education may charge a fee based on the cost of the service as provided by law.

Special Meetings

Notice of each special meeting of the Board of Education shall be filed not less than twenty-four hours in advance of the meeting with the Town Clerk and be posted in the Office of the Clerk giving the time and place of the special meeting and the business to be transacted. The special meeting shall also be posted on the District's Internet Website. No other business shall be considered by the Board at that special meeting. Each member of the Board of Education shall be notified by the Superintendent or the Clerk not less than 24 hours prior to the time of the special meeting and shall be advised of the time, place and business to be transacted, although any Board member may waive the 24 hour notification by a written waiver of notice or a telegram to the purpose.

~~Notice of each regular and special meeting of the Board of Education shall be provided to the Town Clerk, filed in the office of the superintendent, and posted on the Board of Education web site, giving the time and place of the meeting and the agenda. Such notification shall take place not less than twenty-four hours prior to the time of a regular or special meeting. Each Board member shall be notified by the superintendent of the time, place and business to be transacted, although any Board member may waive the twenty-four hour notification of a special meeting by a written waiver of notice.~~

Meetings (Kind, Time, Place, Notification of Meetings)
~~Notification of Regular and Special Meetings~~

Revised

Emergency Meetings

The chair calls emergency meetings when matters must be acted upon within a period that does not permit the usual notification requirement. Minutes of the emergency meetings, to include the reason for the emergency, must be filed with the Town Clerk within seventy-two hours of the meeting. Only the matter or matters requiring the emergency meeting shall be discussed and acted upon at that time.

Electronic Participation

The Board of Education allows electronic participation whenever there is communication by or to a quorum of the Board, whether the communication is in person or by means of electronic equipment. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

Meetings (Kind, Time, Place, Notification of Meetings)
~~Notification of Regular and Special Meetings~~

Revised

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes

1-200 (2) Definitions. “Meeting”

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Policy

Adopted: October, 1981

Revised: October, 1986

Revised: December, 1991

Revised: May 22, 1995

Revised: May 24, 2024

Revised:

Electronic Board of Education Meetings

Definitions

“Meeting” is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advocacy power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act. This definition includes “hybrid” remote and in-person meetings.

“Public Notice” Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in the Board office and filed with the Town Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the Town Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw. When hybrid in-person meetings are held, the meeting notice should suggest that the public participate by remote means in order to avoid a situation where demand for space at the meeting by the public exceeds the in-person capacity limit.

“Voting” All Board actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a BOE meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

“Internet (Chat) Discussions” In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

The Board of Education may hold a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting.

Electronic Board of Education Meetings (continued)

In accordance with Connecticut's Freedom of Information Act (FOIA) the following provisions will be implemented so that a remote or "hybrid" meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Board of Education will accomplish this through use of an electronic videoconferencing program, such as, but not limited to, ZOOM, GoToMeeting, WebEx, OnBoard, where members of the public can call and/or submit comments or questions electronically.
2. Notice of the Board meeting's virtual or in-person location, when a hybrid approach is utilized, shall be published through the traditional means and outlets as well as being noticed on the District website and in the Board of Education Office no less than 24 hours in advance.
3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website. Such notice and agenda shall include instructions for the public, to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person.
4. When the Board conducts a meeting, other than an executive session or special meeting, solely by means of electronic equipment, it shall (1) provide any member of the public (a) upon written request submitted not less than twenty-four hours prior to such meeting, with a physical location and any electronic equipment necessary to attend such meeting in real time,, and (b) the same opportunities to provide comment of testimony and otherwise participate in such meeting that such member of the public would be accorded if such meeting were held in person; (2) ensure that such meeting is recorded or transcribed, excluding any portion of the meeting that is an executive session, and such transcription or recording is posted on the Board's Internet website and made available to the public to view, listen to and copy in the Board's office or regular place of business not later than seven days after the meeting and for not less than forty-five days thereafter; and (3) if a quorum of the members of the Board attend a meeting by means of electronic equipment from the same physical location, permit members of the public to attend such meeting in such physical location.
5. The Board, when conducting hybrid meetings, will make provisions to allow at least some members of the public and press to attend in the same location as the Board members conducting the meeting in a manner consistent with any public health guidance. The number of the public allowed to attend the in-person or hybrid meeting will be limited to capacity limits put in place consistent with public health and social distancing guidance, determined by local health officials.

Electronic Board of Education Meetings (continued)

6. If the Board conducts a special meeting it shall include in the notice of such meeting where the meeting will be conducted solely or in part by means of electronic equipment and, not less than twenty-four hours prior to such meeting, shall post such notice and an agenda of the meeting. If such special meeting is to be conducted by means of electronic equipment, such notice and agenda shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comments or otherwise participate in the meeting.
7. Any vote taken at a meeting during which any member participates by means of electroic equipment shall be taken by roll call, unless the vote is unanimous. The minutes of the meeting shall record a list of members that attended such meeting in person and a list of members that attended such meeting by means of electronic equipment.
8. Any member of the Board or the public who participates orally in an meeting of the Board conducted by means of electronic equipment shall make a good faith effort to state such member's name and title, if applicable at the outset of each occasion that such member participates orally.
9. Executive session will be held, when necessary and for the statutorily allowed reasons, in a second videoconferencing meeting open only to Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.
10. Pursuant to PA 22-3 a Board member shall not be denied the opportunity to participate and vote in any meeting or proceeding using remote technology if such member requires to do so.

When public health conditions improve, the Board may initiate a return to in-person meetings, or in the alternative, hybrid in-person meetings in which Board members may either attend in person or participate remotely. In hybrid meetings, members of the public and the press will be allowed to attend, up to the capacity limits in place to comply with social distancing guidance and local public health department determination.

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the Board's Website.

Legal Reference: Connecticut General Statutes
1-200 (2) Definitions. "Meeting."
1-206 Denial of access to public records or meetings.
1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3.

Electronic Board of Education Meetings (continued)

- 1-226 Broadcasting or photographing meetings.
- 1-227 Mailing of notice of meetings to persons filing written request.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 1-232 Conduct of meetings.
- 10-218 Officers. Meetings.
- 10-238 Petition for hearing by board of education.
- Executive Order No. 7B – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Further Suspension and Modification of Statutes. (issued 3/14/20)
- Executive Order No. 7N – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Increased Distancing, Expanded Family Assistance and Academic Assessment Suspension (issued 3/26/20)
- Executive Order No. 9H – Protection of Public Health and Safety During COVID-19 Pandemic and Response. Participation in Municipal Meetings, Technical Correction to Extension of Eviction Moratorium in Executive Order No. 9H (issued 10/10/10)

Meetings

Public and Executive Sessions

All meetings of the Board of Education, **regular, special and emergency** shall be open to the public with the exception of executive sessions.

Executive Sessions

The public may be excluded from meetings of the Board of Education that are declared executive sessions. Executive sessions may be held only for one or more of the following reasons on a two-thirds vote of the members present and voting at a public meeting:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussions be held at an open (public) meeting.
2. Strategy and negotiations with respect to pending claims and litigation to which the Board of Education or a member thereof is a party ~~because of his/her conduct as a member.~~
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such would cause the likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of confidential student information.
6. Discussion of any matter that would result in the disclosure of public records or the information therein described in Connecticut General Statutes 1-210(b).
7. Discussion of documents that contain records, reports and statements of strategy or negotiations with respect to collective bargaining.

~~The Board of Education shall not return to public session in any meeting after it has entered executive session if that executive session is the last or penultimate item on the agenda for that meeting.~~

The following are not considered to be meetings open to the public under the Connecticut Freedom of Information Act and Connecticut General Statutes: meetings of certain personnel search committees; collective bargaining strategy and negotiating sessions; caucuses; chance or social gatherings not intended to relate to official meetings; and communications limited to notice of agency meetings or their agendas.

The motion to go into executive session shall identify the persons, in addition to the Board, who shall be invited to be in attendance in the executive session. The persons invited into executive session shall be limited to persons needed to present testimony or opinion pertinent to matters before the Board and such persons' attendance shall be limited to the time period for which their presence is necessary.

~~Meetings~~**Public and Executive Sessions**

Smoking

Smoking of any kind will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.

Non-Meetings

Not every meeting of the Board of Education constitutes a “meeting” under the Freedom of Information Act (FOIA). A meeting does not include:

- Any meeting of a personnel search committee to executive level employment candidates;
- Any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters related to official business;
- Any meeting discussing strategy or negotiations with respect to collective bargaining;
- A caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;
- A quorum of the members of the Board who are present at any event which has been noticed and conducted as a meeting of another public agency, in that case, the event shall not be deemed a meeting of the Board as a result of their presence at such event. (For example, if the Board of Education is invited to attend a meeting of the Board of Finance, such a meeting does not have to be noticed and posted by the Board of Education.)

There is no specific executive session privilege for the discussion of collective bargaining issues. However, discussion of “records, reports of strategy or negotiations with respect to collective bargaining” is permitted in executive session, provided that such documents exist.

Absent such documents, such strategy discussions and/or negotiations themselves must be held as a “non-meeting.” Collective bargaining is excluded from the definition of a meeting under the Freedom of Information Act (FOIA). Collective bargaining sessions shall be held outside the scope of the FOIA as a “non-meeting.” Such sessions may be held at any time without posting, and related strategy sessions or updates to the Board of Education may be held either before or after the end of a regular or special meeting, without the need to post such meetings.

BYLAWS OF THE BOARD

Policy: 9322 (b)

Revised

~~Meetings~~

Public and Executive Sessions

(cf. 1331 - Smoking in School Facilities)

Legal Reference: Connecticut General Statutes

1-200 Definitions. (as amended by PA 02-130)

1-206 Denial of access to public records or meetings.

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Policy

Adopted: October, 1981

Revised: May 24, 2004

Revised: September 8, 2008

Revised: March 22, 2021

Revised:

Fire Emergencies, Disaster Preparedness and Crisis Response

General

The health, welfare and safety of students, staff and visitors to the district's schools are dependent upon emergency preparedness planning. All Board of Education employees are responsible for promoting safety, including fire prevention measures and for helping students recognize the importance of effective emergency procedures. District staff shall be prepared to recognize and respond immediately and responsibly to any potential or actual emergency or disaster.

The superintendent/designee shall develop an **All Hazard Plan and** emergency procedures. **Principals shall be responsible for training and practice drills to prepare staff and students for all potential emergencies or disasters. The principal or designee will be the Incident Commander for all emergencies.**

Fire alarm systems and regular and emergency school exits shall be maintained in good working order.

First Aid

The superintendent/designee shall ensure that at least one person at each school site holds current first aid and/or CPR certification.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules.

10-231 Fire Drills.

52-557b "Good Samaritan Law." Immunity from liability for emergency medication assistance, first aid or medication by injection. School personnel not required to administer or render.

NFPA Code 31-3.1.2

Policy

Adopted: October, 1981

Revised: November 23, 1998

Revised: March 27, 2006

Revised:

Fire Emergencies, Disaster Preparedness and Crisis Response

If **active** fire is discovered in any school facility, the signal to evacuate the building shall be given immediately and the fire department called.

Every principal shall hold at least **eight** evacuation fire **drills** during the school year when all occupants must leave the building. The following protocol must be observed for all fire drills: **Two drills within the first two weeks of school, three additional drills prior to December 1, and three remaining drills prior to June 1.**

1. All occupants must leave the building rapidly but in an orderly manner. Principals **or their designees are responsible for attendance to ensure all occupants of the building have evacuated.**
2. Emergencies **may** require the use of alternative exits. Teachers **and staff** must be prepared to direct their classes to these alternate exits in the event the designated escape route is blocked. They must maintain **direct supervision** of students.
3. **Principal or designee must complete an evaluation form for each completed fire drill or active fire emergency. The evaluation form** shall be kept in the building principal's office and a copy forwarded to the offices of the superintendent/designee, **Director of Environmental Health and Safety, and Coordinator of Emergency Management.**

Crisis Response

The principal or designee is responsible for three crisis drills each school year.

Crisis/Lockdown drills are required as follows: one drill prior to October 1st, one drill between the months of December and February, and one drill between the months of March and April.

Each school shall establish a school security and safety committee, which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

Prevention of panic is the essential element in the successful handling of any emergency. Principals and teachers will instill confidence in their directions and supervision.

Legal Reference: Connecticut General Statutes
10-231. Fire drills.

NFPA Code 31-3.1.2

Regulation

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GLASTONBURY PUBLIC SCHOOLS
Glastonbury, Connecticut