Board of Education Regular Meeting

Tuesday, November 10, 2026 6:30 PM
Beman Middle School, 1 Wilderman's Way, Middletown, CT 06457

I. **Call to Order**	**Speaker(s):** Sheila Daniels
II. **Salute to the Flag**	**Speaker(s):** Sheila Daniels
III. **Adoption of Agenda**	**Speaker(s):** Sheila Daniels
IV. **District Highlights**	**Speaker(s):** Dr. Joseph Macary
IV.A. Performing Arts Year in Review	**Speaker(s):** Steve Matthews
IV.B. MHS Advisory Leaders: Elevating Student Voice, Building Belonging and Leading from Within	**Speaker(s):** Dr. Dawn Brooks
V. **Public Session** ***If you have a concern regarding your student or a staff member, we ask that you do not name anyone and speak directly with the building principal or the superintendent and not address the matter here.***	**Speaker(s):** Sheila Daniels
VI. **Communications**	**Speaker(s):** Sheila Daniels
VI.A. Report of Student Representative	**Speaker(s):** Michaela Altenberger & Taryn Atkinson
VII. **Consent Agenda**	**Speaker(s):** Sheila Daniels
VII.A. Minutes of Regular BOE Meeting October 13, 2026	**Speaker(s):** Sheila Daniels
VII.B. Out of State Field Trip Beman Robotics to Framingham, MA	**Speaker(s):** Erin Scholes
VII.C. Out of State Field Trip MHS Dance to Orlando National Championship	**Speaker(s):** Marisa Vingris
VII.D. Out of State Field Trip MHS Track to Boston, MA	**Speaker(s):** Elisha DeJesus
VIII. **Department Reports**	**Speaker(s):** Sheila Daniels
VIII.A. Financial Report	**Speaker(s):** Natalie Forbes
VIII.A.1. Action on Line Item Transfer Report	**Speaker(s):** Natalie Forbes
VIII.A.2. Action on 2025-2026 Unexpended Balance	**Speaker(s):** Natalie Forbes
VIII.B. Facilities Department	**Speaker(s):** Marco Gaylord
VIII.C. Personnel Report	**Speaker(s):** Michelle DiMauro
IX. **Superintendent's Report**	**Speaker(s):** Dr. Joseph Macary
IX.A. Middletown Prevention Council - Youth Voices Count Survey	**Speaker(s):** Dr. Joseph Macary
IX.B. Next Generation Accountability Index	**Speaker(s):** Dr. Joseph Macary

IX.C.	Professional Development Day (November 3) Review	**Speaker(s):** Paul Griswold
IX.D.	Curriculum New Course - Game Development and Artificial Intelligence	**Speaker(s):** Dr. Joseph Macary
IX.E.	ECS Commission	**Speaker(s):** Dr. Joseph Macary
X.	**Action Items**	**Speaker(s):** Sheila Daniels
X.A.	Curriculum New Course - Game Development and Artificial Intelligence	**Speaker(s):** Dr. Joseph Macary
X.B.	Series 4000 Policies	**Speaker(s):** Deborah Kleckowski
X.C.	Abuse or Neglect of Disabled Adults	**Speaker(s):** Deborah Kleckowski
X.D.	Alcohol, Tobacco and Drug-Free Workplace	**Speaker(s):** Deborah Kleckowski
X.E.	Athletic Coaches Evaluation and Termination	**Speaker(s):** Deborah Kleckowski
X.F.	Child Abuse, Neglect and Sexual Assualt Reporting	**Speaker(s):** Deborah Kleckowski
X.G.	Code of Ethics	**Speaker(s):** Deborah Kleckowski
X.H.	Concussion Training for Athletic Coaches	**Speaker(s):** Deborah Kleckowski
X.I.	Emergency Action Plan for Athletic Events	**Speaker(s):** Deborah Kleckowski
X.J.	Employee and Student Teacher Checks	**Speaker(s):** Deborah Kleckowski
X.K.	Exertional Heat Illness Awareness	**Speaker(s):** Deborah Kleckowski
X.L.	Family and Medical Leave FMLA	**Speaker(s):** Deborah Kleckowski
X.M.	Hiring of Certified Staff	**Speaker(s):** Deborah Kleckowski
X.N.	Hiring of Non Certified Staff	**Speaker(s):** Deborah Kleckowski
X.O.	Nepotism	**Speaker(s):** Deborah Kleckowski
X.P.	Non-Discrimination	**Speaker(s):** Deborah Kleckowski
X.Q.	Occupational Safety and Health	**Speaker(s):** Deborah Kleckowski
X.R.	Psychotropic Drugs	**Speaker(s):** Deborah Kleckowski
X.S.	Section 504: ADA	**Speaker(s):** Deborah Kleckowski
X.T.	Sex Discrimination and Sexual Harassment	**Speaker(s):** Deborah Kleckowski
X.U.	Social Media	**Speaker(s):** Deborah Kleckowski
X.V.	Sudden Cardiac Arrest Awareness	**Speaker(s):** Deborah Kleckowski
X.W.	Series 5000	**Speaker(s):** Deborah Kleckowski
X.X.	Administration of Medications	**Speaker(s):** Deborah Kleckowski
X.Y.	Admissions to the Public Schools at or Before	**Speaker(s):** Deborah

	Age Five	Kleckowski
X.Z.	Attendance, Truancy and Chronic Absenteeism	**Speaker(s):** Deborah Kleckowski
X.AA.	Chemical Health for Student Athletes	**Speaker(s):** Deborah Kleckowski
X.BB.	Child Sexual Abuse and Assault Response Policy and Reporting	**Speaker(s):** Deborah Kleckowski
X.CC.	Connecticut School Climate	**Speaker(s):** Deborah Kleckowski
X.DD.	Drug and Alcohol use by Students	**Speaker(s):** Deborah Kleckowski
X.EE.	Education Stability Procedures	**Speaker(s):** Deborah Kleckowski
X.FF.	Field Trips	**Speaker(s):** Deborah Kleckowski
X.GG.	Food Allergies, Glycogen Storage Disease and /or Diabetes	**Speaker(s):** Deborah Kleckowski
X.HH.	Fundraising Activities	**Speaker(s):** Deborah Kleckowski
X.II.	Graduation Requirements	**Speaker(s):** Deborah Kleckowski
X.JJ.	Health Assessments / Screening and Oral Health Assessments	**Speaker(s):** Deborah Kleckowski
X.KK.	Homeless Children and Youth	**Speaker(s):** Deborah Kleckowski
X.LL.	Immunizations	**Speaker(s):** Deborah Kleckowski
X.MM.	Improve Completion Rates of FAFSA	**Speaker(s):** Deborah Kleckowski
X.NN.	Meal Charging	**Speaker(s):** Deborah Kleckowski
X.OO.	Non-Discrimination	**Speaker(s):** Deborah Kleckowski
X.PP.	Pledge of Allegiance	**Speaker(s):** Deborah Kleckowski
X.QQ.	Recess and Play-Based Learning	**Speaker(s):** Deborah Kleckowski
X.RR.	Restorative Practices	**Speaker(s):** Deborah Kleckowski
X.SS.	Restraint and Seclusion	**Speaker(s):** Deborah Kleckowski
X.TT.	Search and Seizure	**Speaker(s):** Deborah Kleckowski
X.UU.	Section 504	**Speaker(s):** Deborah Kleckowski
X.VV.	Sex Discrimination and Sexual Harassment	**Speaker(s):** Deborah Kleckowski
X.WW.	Student Discipline	**Speaker(s):** Deborah Kleckowski
X.XX.	Student Dress	**Speaker(s):** Deborah Kleckowski
X.YY.	Student Privacy Student Records	**Speaker(s):** Deborah Kleckowski
X.ZZ.	Student Use of the Districts Computer Systems	**Speaker(s):** Deborah Kleckowski
X.AAA.	Suicide Prevention and Intervention	**Speaker(s):** Deborah Kleckowski

X.BBB.	Sunscreen Application in School	**Speaker(s):** Deborah Kleckowski
X.CCC.	Transportation	**Speaker(s):** Deborah Kleckowski
X.DDD.	Use of Private Technological Devices by Students	**Speaker(s):** Deborah Kleckowski
X.EEE.	Wellness	**Speaker(s):** Deborah Kleckowski
XI.	**Future Agenda Items**	**Speaker(s):** Sheila Daniels
XII.	**Executive Session**	
XII.A.	All Hazards Plan	**Speaker(s):** Marco Gaylord
XII.B.	Review of Closed Legal Cases Provided by Board Attorney	**Speaker(s):** Dr. Joseph Macary
XIII.	**Adjournment**	**Speaker(s):** Sheila Daniels



MIDDLETOWN PUBLIC SCHOOLS

Fine Arts Year in Review

2025–26

Visual arts · Music · Theatre



Creative foundations and first stages

Students built skills through studio work, instruments, concerts, and theatre





Visual arts

Drawing, painting, collage, sculpture, ceramics, digital art, and stop motion

Performing arts General music, band, strings, chorus, concerts, and student productions

A year of visible student work

Three snapshots of participation and community reach

1,001

student pieces in the MPS Art Show

2,070

visitors for the duration

K-12

student participation

The district art show drew 1,176 guests to opening night and 2,070 visitors during the exhibition week.

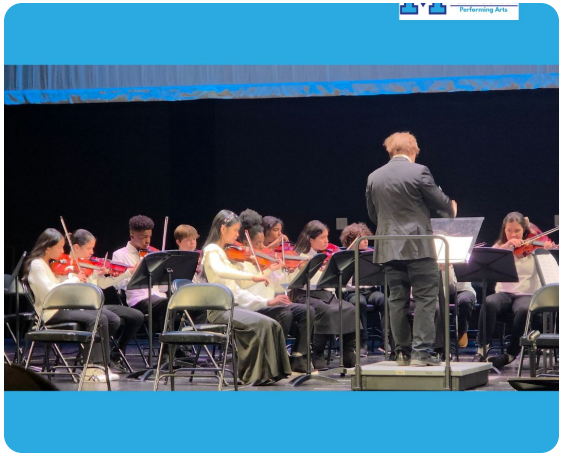


Performing arts: ensemble, production, and recognition

Students took the stage, designed productions, and represented MHS beyond the district







MHS Choir

MHS March State Champions!

149 students participated in the Elizabeth Swaim After School Strings program

Create, perform, and lead

Middle school students moved into deeper technique and greater ownership



16 HALO nominations



HIGH SCHOOL

“Puffs” portrayed in October, “Between the Lines” performed in March.

MIDDLE SCHOOL

“The Drowsy Chaperone” ran February 25-27, 2026

Visual arts: advanced practice and new pathways

Studio courses connected portfolio work, college experiences, and future study





Mural Club Project Fundraiser

FIRST YEAR

AP 3D Art joined growing pottery and sculpture offerings.

Student work reached the wider community

Exhibitions and festivals brought schools, families, and community partners together



MHS photography workshop, University of Hartford

ALL CITY MUSIC FESTIVAL

Grades 4–12 shared one district stage at Wesleyan University.

1078 tickets sold

Over 2000 in attendance



All City Strings Festival



Thank you

To the students who made the work, the educators who guided it, and the families and partners who showed up to see it.

Middletown Public Schools
Fine Arts • 2025–26

MHS Advisory

November 10, 2026

MHS students

Middletown Public Schools

Cultivating the Brilliance in Each Student

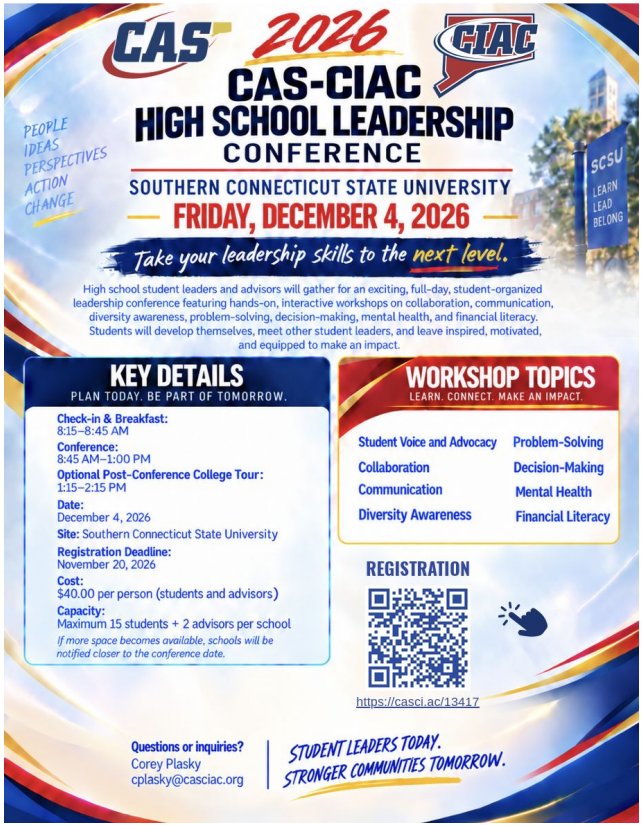
Check-In: Stand-Up If

- You graduated from Middletown High School
- You were a teacher
- You have traveled out of the country
- You have a kid in MHS or had a kid at MHS



Student Leadership

- Leadership roles are included in advisory (e.g., Advisory Director, Discussion Leader, Tech Driver)
- Opportunities to expand leadership
  - CAS student leadership conference on 12/4/26
  - Circle Keepers and the Connection Room
    - Trained Circle Keepers leading student discussions

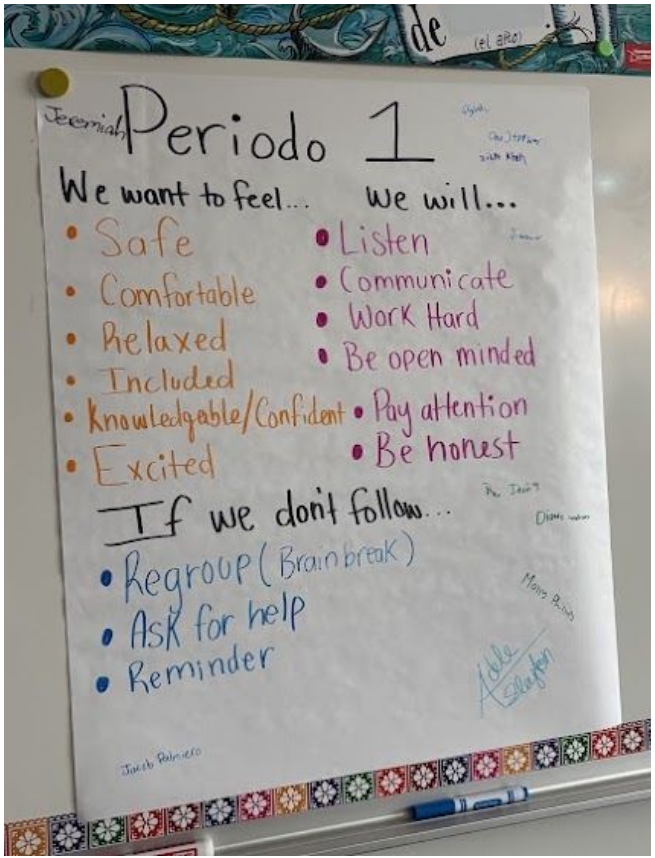


Three Components of Advisory

1.) Building a community.
   a.) Students can talk about their days or recent events to build connections.
2.) Supporting social and emotional learning.
   a.) Advisory classes can participate in teamwork activities to grow strength and knowledge in working together.
3.) Preparing for a brighter future.
   a.) Teachers can check in with students to discuss grades and how to improve them.



We Began with an Advisory Charter



- A charter is a document that establishes an agreement
- Helps build community, SEL, and student voice by collaborative practices and structures
- In this, students agree to feel safe, relaxed, and comfortable
- They agree to listen and communicate
- If it doesn't work, they regroup or ask for help

BlueTube

- BlueTube airs daily at 9:00 AM.
- MHS's primary source of information regarding community.
- Includes athletics, weather, lunch, and occasional interviews featuring MHS staff or students

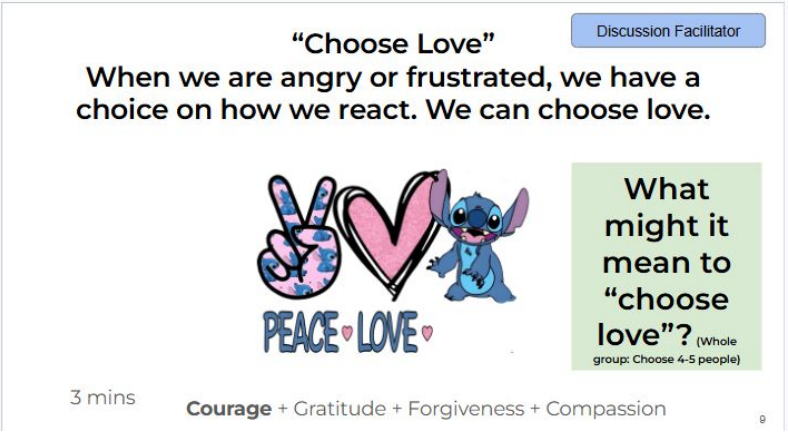


https://www.mhsbluetubetv.com/

Choose Love

- Choose Love is controlling your feelings and choosing how you respond or react.
- It is woven into advisory through the how are you feeling lessons and the activities





School Improvement Plan

- Attendance Rally
  - Raffle & Prizes
  - Increase of attendance
  - Increase family engagement
- Collaboration & Student-Centered activities
- Culture & Climate
  - Safety





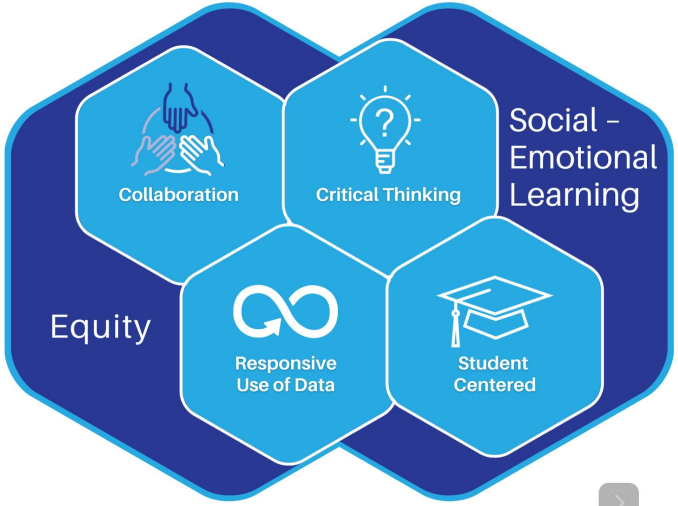


Portrait of a Global Citizen

- Empathy & Self-Awareness
  - Mood meter
  - Daily check-ins
  - Mindful breathing
  - Class activities
- Collaboration & Communication
  - Community building activities & discussions
  - Themes from Choose Love & Academics



Advisory: Instructional Vision





- Collaboration
  - Creation of Senior Advisory Logo
- Student use of data
  - B.A.G. Reports & On-Track Conferences
  - RISE Survey
  - SEL Survey
  - Student-centered activities
    - Student led exhibitions
    - Student led conferences
- Strive towards Equity (every grade level getting what they need)

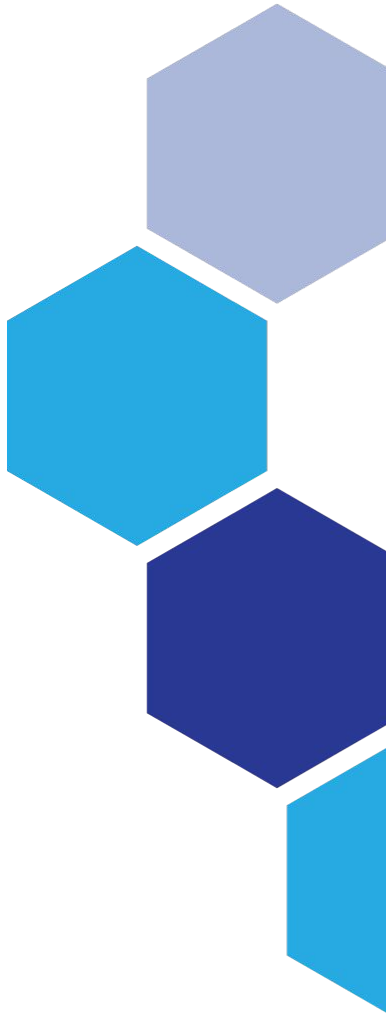
Advisory: Strategic Operating Plan

- Promoting a culture of growth by
  - Goal setting and reflection
- Building Community Connections
  - Ask the Staff Questionnaire
  - Staff Connection Videos
- Relationships to expand personalities & ideas
  - Social Activities
- Wellness: Healthy Mindset
  - Videos and Discussions



Areas for Growth

1. Have days where upperclassmen and underclassmen interact or connect with each other.
2. Have more fun and engaging activities
3. A collaborative workspace for students
4. Hands on or physical activities



Thank you for listening!



Board of Education Regular Meeting
Tuesday, October 13, 2026 6:30 PM Eastern
https://www.youtube.com/@MiddletownStream

Beman Middle School
1 Wilderman's Way
Middletown, CT 06457

Kelly Bee:	Present
Chris Cardella:	Present
Sheila Daniels:	Present
Rakim Grant:	Present
Deborah Kleckowski:	Present
Dean Krupa:	Present
Susan Owens:	Absent
Harold Panciera:	Present
Kim Riordan:	Present

Present: 8, Absent: 1.

I. Call to Order
Ms. Daniels called the meeting to order at 6:31 PM

II. Salute to the Flag
Michaela Altenburger led the Pledge of Allegiance.

Ms. Daniels spoke of the recent passing of longtime employee Ms. Sylvia Webb. There was a moment of silence in her memory.

III. Adoption of Agenda
A motion to adopt the agenda was made. This motion, made by Chris Cardella and seconded by Dean Krupa, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

IV. District Highlights

IV.A. Bielefield: Wonder, Reflect, Inspire: A Fifth-Grade Character Journey through Literacy and Art

Dr. Macary introduced Mr. Travis Santiago, Principal of Bielefield School. Mr. Santiago welcomed four teachers and four students who presented their work on the *Wonder, Reflect, Inspire* project. The presentation included an overview of the project and its goals, which focused on helping students understand that character is demonstrated through everyday choices and actions. Students shared their individual artwork and explained how their selected precepts and personal experiences influenced their creative work. Daliah Weaver presented her painting and discussed how it related to her life experiences. Xavier Lopez shared the precept that inspired his artwork and explained the significance of the colors he selected. Maverick Lamb discussed how the choice to demonstrate kindness inspired his artwork.

Amiya Colon shared her precept and reflected on personal growth and the importance of continued change. Dr. Macary engaged the students in a discussion about what they learned through the project and invited them to reflect on their experiences.

IV.B. Robotics American Manufacturing Hall of Fame Award

Dr. Macary introduced Mr. Faulkenberry and members of the Robotics Team. Mr. Faulkenberry reflected on the team's journey, noting that although the team did not qualify for the state competition during its freshman year, the experience helped develop perseverance, focus, and determination. The team, consisting of five seniors, shared the history of the program, the tournaments in which they participate, and their goals for the current school year. Students also discussed their individual interests in pursuing careers in engineering-related fields.

V. Public Session
If you have a concern regarding your student or a staff member, we ask that you do not name anyone and speak directly with the building principal or the superintendent and not address the matter here.

Chair Daniels reviewed the guidelines for Public Session. She reminded attendees that concerns involving individual students or staff members should be addressed directly with the building principal or Superintendent rather than discussed publicly. Attendees were also asked not to identify individual students or staff members when sharing concerns.

Vanessa Crowley, 142 Talcott Ridge Drive. Ms. Crowley expressed concern regarding the continued vacancy in the Spanish II teaching position. She noted that the course is currently being taught by a long-term substitute teacher.

VI. Communications

VI.A. Report of Student Representative

Ms. Daniels introduced the district's new student representatives, Michaela Altenberger and Taryn Atkinson. Both students introduced themselves and shared information about their school involvement and extracurricular activities. The student representatives provided several updates regarding Middletown High School. The MHS football team remained undefeated at the time of the meeting; the crew team was preparing for its first regatta. The MHS Marching Band continued to compete and perform successfully and The *Chopped!* Cooking challenge, involving students from MHS and Beman Middle School, was successfully held. The representatives also shared plans to conduct a student research project to gather student perspectives, feedback, and concerns to bring forward during future Board of Education meetings.

VII. Consent Agenda
A motion was made to approve the Consent Agenda. This motion, made by Deborah Kleckowski and seconded by Kim Riordan, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant:

Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

VII.A. Minutes of BOE Regular Meeting September 8, 2026

VII.B. Out of State Field Trip MHS VEX Robotics to National Tournament

VII.C. Out of State Field Trip MHS Performing Arts to NY

VII.D. Out of State Field Trip MHS Ultimate Frisbee to Oxboro, MA

VII.E. Out of State Field Trip DECA to Anaheim, CA

VII.F. Out of State Field Trip MHS Robotics to Hershey, PA

VII.G. Out of State Field Trip MHS Music Ensembles to Hershey, PA

VII.H. Out of State Field Trip Beman Music to Hershey, PA

VIII. Department Reports

VIII.A. Financial Report (Exhibits A-K)

Ms. Forbes presented the 2026-2027 year-to-date budget and reviewed significant expenses that are paid in full at the beginning of the school year. She also reviewed the 2025-2026 fiscal year and discussed the process of finalizing the district's financial records. Once finalized, the remaining funds will be presented to the Board for transfer into the appropriate account. Ms. Forbes reviewed Exhibit C, which outlines grant activity, and provided an overview of the Education Cost Sharing (ECS) formula. She discussed the district's 22 receipt accounts and explained how funds are received and managed. She also reviewed school activity accounts, which are maintained by individual schools and support fundraising activities and expenses such as field trips. These accounts are audited annually. Additionally, Ms. Forbes provided an update on the Macdonough building project, reviewed other projects that remain in progress, and presented the Food Services program's profit and loss information.

VIII.A.1. Action on Line Item Transfer Report
Ms. Forbes reviewed the budget line-item transfer involving the transfer of funds for Curriculum Tech Ed Services from the Purchased Services line to the Subscription and Licenses line.

A motion was made to approve the action on the line item transfer. This motion, made by Harold Panciera and seconded by Deborah Kleckowski, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

VIII.A.2. Action on Department of Economic and Community Development (DECD)
Ms. Forbes reminded the Board that the submission of the DECD grant had been approved at the September meeting. She explained that revisions had been made to the original submission, requiring additional Board approval.

Move to approve Exhibit A, the budget vs. actuals report for the 2026-27 fiscal year, July 1, 2026 through September 21, 2026, and Move to approve Exhibit B, the final budget vs. actuals report, July 1, 2025-June 30, 2026 for the prior fiscal year 202526. This motion, made by Harold Panciera and seconded by Deborah Kleckowski, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

VIII.A.3. Action on Alliance Grant (Exhibit J)

Ms. Forbes noted that the detailed Alliance Grant information was included in the Board packet. Mr. Panciera asked whether Project Lead The Way (PLTW) was included in the Alliance Grant and its expansion. Ms. Forbes confirmed that PLTW is partially funded through the grant and reviewed the schools where the program will be implemented.

A motion to approve the submission of the Alliance Grant was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

VIII.B. Facilities Department

Mr. Gaylord provided several facilities updates, including exterior painting at Lawrence School has been completed, and camera replacements are underway at Middletown High School and Keigwin School. The transformer at the MHS stadium required an unexpected replacement which is completed. The work on the Moody School oil tank has begun and is expected to be completed in November and work continues on the Macdonough building project. Ms. Daniels expressed her appreciation to the Facilities Committee for holding meetings at various school buildings, providing opportunities to visit and observe the facilities firsthand.

VIII.C. Personnel Report

Ms. DiMauro reported that the district had hired 54 new employees between September 1 and October 6. She noted that the district continues to have a need for paraprofessional staff. Mr. Panciera asked about the district's efforts to recruit Spanish teachers. Ms. Kleckowski asked whether the district had considered separating the World Language Department Head responsibilities from the teaching position, potentially allowing the individual to teach three classes. Dr. Macary shared that the district is exploring various options to address the staffing needs. Ms. DiMauro discussed ongoing recruitment efforts, including partnerships with colleges and universities to attract recent graduates and opportunities to work with student teachers. She also presented a staffing census report outlining district positions and full-time equivalent (FTE) staffing levels.

IX. Superintendent's Report

IX.A. PSAT/SAT Results

Mr. Griswold presented the district's PSAT and SAT results from the assessments administered in March 2026. He explained that the SAT is a required assessment for all students in Grade 11 and measures student performance in English Language Arts (ELA) and Mathematics. He provided an overview of the adaptive testing format, explaining that students begin with the first module and are subsequently assigned either a higher or lower-difficulty second module based on their performance. He reviewed the scoring ranges for both assessments, noting that SAT scores range from 200-800 and PSAT scores range from 120-720. The presentation included district comparisons in Mathematics and ELA, as well as comparisons with the Alliance District average. Mr. Griswold also reviewed subgroup performance data in both subject areas.
Dr. Brooks discussed the next steps for Middletown High School, identifying several areas of focus including, strengthening instructional practices, providing targeted academic support, increasing student attendance and engagement and monitoring student progress.
Dr. Macary emphasized the importance of continued academic growth. Dr. Brooks further outlined priority areas to support student achievement and reinforced the critical role of consistent attendance. Michaela Altenberger shared the student perspective, noting the importance of helping students understand the significance of the SAT. She explained that increasing student awareness of the assessment's importance may encourage students to take the test more seriously and put forth their best effort. Chair Daniels asked whether the school schedule could be affecting student performance. Dr. Macary responded that there is no correlation between scheduling and the scores and reiterated the district's focus on providing high-quality instruction.

IX.B. Administrator Directory

Dr. Macary reviewed the district's administrator directory, noting that there are approximately 34 administrative positions, with one current vacancy in the Food Services Director position.

IX.C. October 1 Student Enrollment

Dr. Macary reviewed the district's October 1 student enrollment figures and explained the importance of this reporting date for grant funding, budget planning, and district financial projections. He presented the current enrollment numbers and discussed their significance for district planning.

IX.D. Communication Outreach

Dr. Macary provided an update on the district's communication and outreach efforts. He reported that each school is publishing approximately two to three posts per week through ParentSquare, Facebook, and the district website. Athletics, Adult Education, and the Superintendent's Office are also maintaining a similar posting schedule to keep families and the community informed about district activities and accomplishments.

IX.E. ECS Blue - Ribbon Commission

Dr. Macary shared an update on his participation in two ECS Blue Ribbon Commission working groups. He discussed ongoing conversations regarding the ECS funding formula and

potential changes that could have a positive financial impact on Middletown Public Schools in the upcoming fiscal year.

X. Action Items

X.A. Action on Beman Robotics Stipend
Dr. Macary explained that the Beman Robotics stipend had previously been presented during the September Board meeting. Following a review by the Finance Department, he recommended approval of the stipend.

A motion to approve the Beman Robotics stipend was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

X.B. Approval of Series 1000 – Community

Dr. Macary explained that the district currently maintains 169 Board policies. Following discussions with the Policy Committee, the district will begin transitioning to the Shipman policy framework over the next several months. The proposed revisions include the repeal and adoption of policies within the 1000, 2000, and 3000 series.

A motion was made to repeal the current policies in series 1000, 2000 and 3000 and replace them with the Shipman policies series 1000, 2000 and 3000. This motion, made by Deborah Kleckowski and seconded by Dean Krupa, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

X.B.1. Policy - Automatic External Defibrillators

X.B.2. Policy - Deadly Weapons or Firearms

X.B.3. Policy - Green Cleaning Programs

X.B.4. Policy - Non-Discrimation Community

X.B.5. Policy - Pesticide Application on School Property

X.B.6. Policy - Pool Safety Plan

X.B.7. Policy - Security and Safety Plan

X.B.8. Policy - Sexual Offenders on School Property

X.B.9. Policy - Smoking

X.B.10. Policy - Use of School Facilities

X.B.11. Policy - Visitors

X.B.12. Policy - Volunteers

X.C. Approval of 2000 Series - Administration

X.C.1. Policy - Hold on Destruction of Records

X.C.2. Policy - Retention and Disposition of Records and Information

X.C.3. Policy - Uniform Treatment of Recruiters

X.D. Approval of 3000 Series - Business

X.D.1. Policy - Budget Procedures and Line Item Transfers

X.D.2. Policy - Code of Conduct for Federal Procurements

X.D.3. Policy - Disposal of Obsolete or Surplus Equipment or Materials

X.D.4. Policy - Gifts, Grants and Bequests to the District

X.D.5. Policy - IDEA Fiscal Compliance

X.D.6. Policy - Purchasing

X.D.7. Policy - School Activity Funds

XI. Future Agenda Items
No future agenda items were presented.

XII. Executive Session

XII.A. Review of Pending and Closed Legal Cases Provided by Board Attorney
A motion to enter Executive Session to review pending and closed legal cases provided by the Board Attorney and to invite Dr. Macary to attend was made. This motion, made by Deborah Kleckowski and seconded by Chris Cardella, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

XIII. Adjournment
Move at 9:32PM to adjourn. This motion, made by Chris Cardella and seconded by Kelly Bee, Carried.
Susan Owens: Absent, Kelly Bee: Yea, Chris Cardella: Yea, Sheila Daniels: Yea, Rakim Grant: Yea, Deborah Kleckowski: Yea, Dean Krupa: Yea, Harold Panciera: Yea, Kim Riordan: Yea
Yea: 8, Nay: 0, Absent: 1

REGULATION 6153(f)
FORM 1

Instruction
Field Trips and Community Service

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be type written and ALL items filled in or marked N/A.**

Name of School: Beman Middle School Date of Request: October 5, 2026

Name of Club or Activity: Beman Robotics Team 99088

Trip To: Walsh Middle School, Framingham, MA Purpose: Robotics Tournament

Number of Students Participating: 46

Number of students eligible to go on the field trip: 46

Dates of Trip: From: Jan 17, 2027 To: Jan 17, 2027 # of school days missed: 0

Names of Teachers and Chaperones:

1. Erin Scholes	5. Parent Volunteer TBD
2. Sydney White	6.
3. Parent Volunteer TBD	7.
4. Parent Volunteer TBD	8.

Number of Non-Chaperone Adults going on trip: 0

Transportation: x Bus Van Train Plane Car Other

Are fund-raising activities planned: Yes If so, describe: Have received grant moneys and hosted car wash

Amount of money raised through fundraisers: Full Cost

Lodging: Hotel/Motel Camp Private Home

Insurance Arrangements for Staff and Students:

Cost per Student: $ $20 Cost per Teacher and/or Chaperone: $ 0

Cost per Nurse: $ *(if necessary)* Cost per Paraprofessional: $ *(if necessary)*

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

a. c.

b. d. Other

Name of teacher making request: Erin Scholes

Approved by Department Head at secondary level: _____

Approved by Principal: _____

Authorized by Chief Academic Officer: _____

Superintendent Approval: _____ Date: 11/4/26

BEMAN MIDDLE SCHOOL
COVER FIELD TRIP REQUEST FORM

DATE OF TRIP: Jan 17, 2027 **TODAY'S DATE: 10/5/26**

TEACHER IN CHARGE OF TRIP: Erin Scholes

GROUP/CLASS: Beman Robotics Team 99088

CHAPERONES ATTENDING: Erin Scholes & Sydney White

CHAPERONES CELL PHONE: 847-507-1354 & 860-948-8125

NUMBER OF STUDENTS ATTENDING: 46

DID YOU SUBMIT NURSES FORM: Yes

DESTINATION:
Walsh Middle School

301 Brook Street,

Framingham, Massachusetts, 01701

DESCRIBE PURPOSE & HOW IT CONNECTS TO YOUR CURRICULUM:
Robotics Competition in Framingham, MA, the robotics teacher in Framingham hosts a high class event. This will give the students the opportunity to compete against a different set of teams that they do not usually encounter in our CT qualifiers. This will help prepare them for more rigorous competition. Through competition students practice the engineering design process as they work to build a robot that solves the problem presented by the game. Students design, build, code, test, and redesign their robot throughout the season. They document all of their work in an engineering notebook. Then share that work through an interview with judges.

TRANSPORTATION: We will be traveling by bus. Since it is just under two hours one way, I would like to get a coach bus. If possible through Dattco.

DEPARTURE TIME FROM SCHOOL: 5am on Jan 17, 2027

DESTINATION DEPARTURE TIME: 5pm on Jan 17, 2027

RETURN TIME TO SCHOOL: 7pm on Jan 17, 2027

PROJECTED COST FOR EACH STUDENT: $20 - registration fee

What will you do to assist students who have a financial burden:
Beman Robotics Team Student Activity Account

TEACHER/ADVISOR SIGNATURE: EPScholes **DATE: 2-27-25**

MIDDLETOWN BOARD of EDUCATION #6153 FORM 3

FIELD TRIP REQUEST FORM

(Please refer to field trip procedures on page 3)

Today's Date: __10___/__5___/_2026_____ Person Requesting Authorization: ___Erin Scholes_____

Date of Trip: ___1__/__17___/__2027____ Origin/School: ___Beman Robotics_____

Destination: _**America's Center Convention Complex**___ Purpose of Trip: __Middle School Robotics Worlds__

Total Number of Students: __46_____ Total Number of Adults: __5_____ Number of Yellow Buses: _
would prefer a coach bus_

Departure Time From School: __5am____ Destination Departure Time: _5pm___ Return Time To School:_7pm____

*****Departure for school buses 9:15 A.M. and return at or before 1:30 P.M*****

Total Time Estimated: _____ x $78.68/hr. x buses: _____ Price Before Terminal Charge=_____
******Terminal charges = (See Note below)******

Bill To: __Beman Robotics_____

NOTE: Terminal Charges are 1 hour of maintenance (½ hr each side of the charter), this will be charged by DATTCO and included in its field trip CONFIRMATION, which will be forwarded to the school secretary and the Field Trip Organizer.
Reunification Plan: *See Page 2*
Total Adult Supervisors (chaperones) Names/Telephone Numbers: *See Page 2*

Field Trip Organizer/Lead Name: (Signed): ___Erin Scholes_____ EPSchl _____
E-mail (Required): __scholese@mpsct.org_____
Cell Phone Number (Required): (_847_)__507__-_1354____
*******By signing above you guarantee that you have the funds for this field trip*******

1. School bus trips will return to school by 1:30 P.M. or after 4:30 P.M. (in town trips).
2. Submit form to BOE Transportation Department.
3. Do not call the bus company for trips.
4. Requests must be in writing 5 school days before the field trip date.
5. Bus capacity is 77 passengers – (3 to a seat)
6. If any of the rules are not adhered to, your trip will be disapproved.
7. Only Dattco can determine if a trip is drop off and pick up.
8. Additional 1 hour terminal charges (1/2 hr. each side of charter).

Approved by: _____ DATE: 10/5/26
Building Principal/(Activity Director-MHS Only)

Transportation Dept. Signature: _____ DATE: _____

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).
Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):
Cell phone / communication with chaperones/use of GroupMe app to communicate with all team members and adults

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):
Head count before all departures and at each arrival location. Check-in throughout the day, monitoring of schedule and student locations, head count before departure from venues

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable):

To exit the field trip site: We will follow the plans and directions of the host venue
Multiple exits are accessible, meeting point is the main entrance

For shelter (inclement weather): We will follow the plans and directions of the hosts

Identification of on-site security and first aid: Security and first aid will be present - provided by hosts

Identification of field trip co-leader name and telephone number: Sydney White 860-948-8125

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Erin Scholes	847-507-1354		
Sydney White	860-948-8125		

Other notes:

BOE Central Office Phone: (860) 638-1401
BOE Transportation Office Phone: 860 638-1418 *DATTCO Phone: 860 635-8234*

Provide Copies To: Transportation Department, Principal and Teacher

FIELD TRIP PROCEDURES

1. More than one member of the faculty chaperoning the field trip must have a cellular phone in order to remain in direct contact with the school at all times as well as to communicate with one another in the event a group is separated.

2. One member of the faculty will be designated to call the school at least two times during the time the students and staff are on the field trip, i.e. upon arrival, some time during the trip, or right before the buses depart for school.

3. A primary and secondary plan for evacuation and regrouping of students in cases of emergency must be developed and shared with adult supervisors and chaperones. For example, a primary site for meeting must be established and, in which, all adults involved with the trip are informed, i.e. bus where attendance will be taken. A secondary site for meeting must be established in the event that the primary site is not accessible (see Reunification plan, page 2).

4. A briefing must be held with the school administrator and the staff member in charge of the trip to discuss emergency plans if the field trip site is evacuated or one or more members of the group are separated.

5. Buses will be ready to depart at the assigned time. Students, Staff, and Chaperones must be assembled and ready to go.

6. A master list of students, staff, and chaperones attending the trip must be updated and left with the school administrator prior to leaving the building the day of the trip. All teachers must have copies of the students' emergency cards with them during the field trip.

7. The trip coordinator must meet with the school nurse prior to the trip to ensure that all medical information regarding students is conveyed to staff involved with the field trip.

   The regular school nurse can inform you of the need for a nurse to attend a field trip. Nurses providing health services during the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet *"Field Trip"*, and submit to payroll for processing

8. The regular classroom teacher can inform you of the need for a paraprofessional to attend a field trip. The paraprofessional(s) attending the field trip shall complete a timesheet for the total number of hours worked during the trip, mark the timesheet *"Field Trip"*, and submit to payroll for processing.

9. The field trip request form must be completely filled out with contact phone numbers in the event of emergency and submitted in the timeline described in district *Field Trip Regulations and Procedures, # 6153.*

MIDDLETOWN BOARD of EDUCATION #6153 FORM 3

Form Middletown Schools Nursing Services
Field Trip Information

(To be submitted to school nurse 3 weeks prior to field trip or 1 month prior to overnight or lengthy field trip. This form must be submitted to the Athletic Office once filled out by advisor/teacher.)

Teacher/Staff completing form: **Erin Scholes** Date: **10/5/26**

Field Trip Location (be specific, include town & state): **Walsh Middle School Framingham, MA**

On **Sunday, January 17, 2027** (day of week and date); (inclusive dates, if overnight or lengthy trip)

Transportation (to & from destination): **Charter Bus**

Responsible Teacher/Staff in charge: **Erin Scholes**

Teacher/Staff Cell Number: **847-507-1354**

Departure Date/Time (from school): **Sunday, Jan 17, 2026 5am** Arrival Date/Time (at field trip): **Sunday, Jan 17, 2026 7am**

Departure Date/Time (from field trip): **Sunday, Jan 17, 2026 5pm** Arrival Date/Time (at school): **Sunday, Jan 17, 2026 7pm**

Students Attending (attach alphabetized names and grades on separate sheet): **See team eligibility roster attached**

Staff/Adult chaperones attending (list names including cell phone numbers of each): **Erin Scholes, Sydney White**

Names & Phone Numbers of Contact at the Facility: **Pascal Chesnais (617)-593-9272**

Facility Handicapped Accessible? __**X**____Yes _____ No
Bathroom Handicapped Accessible? ___**X**____ Yes _____No
Facility Provide Food? ___**X**____Yes _____ No
Eating Lunch at Facility? ___**X**____ Yes _____ No
Time Eating Lunch: **12:00pm**
Return to School for Lunch _____ Yes ___**X**____ No
Will Students Purchase Food at the Facility? ____**X**(they can)___Yes _____No
Will Students bring own lunch? _____X(they can)_____Yes _____ No

Activities Planned: (describe here if day trip: if overnight or lengthy trip, please attach agenda) School nurse will discuss with teacher regarding additional specific information. **Robotics Competition**

Other Information:

_____

ATHLETIC/ACTIVITIES DIRECTOR APPROVED: _____DATE: _____

Beman Robotics Team 99088 Eligibility Roster 2026-27

99088 Team Roster

Last Name	First Name		TEAM
Botello	Christopher	6R	B
Sims	Hugo**	6M	B
Mistry	Priyanshi	6R	B
Aoude	Sammy	6M	B
DePaula	Valentina	6R	B
Cohen	Ace	8R	C
Kolb	Lillee	8A	C
Mack-Muhlbauer	Ollie	7R	C
Gaston-Norton	Rory	7R	C
Mosley	Tyler	7R	C
Kogells	Jay	7M	D
Silberman	Joe	7M	D
Collin	Joey	7M	D
Murphy	Logan	6R	D
Patwary	Jackson	6R	E
Burkey	Lily	7R	E
DiLernia	Oliver	6A	E
Atherton	Winnie	6M	E
Dryden	Alyssa	8R	G
Shukis	Kaden	7A	G
McMullen	Lorelei	6M	G
D'Alesandro	Mateya	7R	G
Bradshaw	Neilai	7A	G
Tynan	Ben	6R	K
McAvay	Brittany**	6R	K
Leidy	Ernie	6M	K
Garcia	Nia	6	K
Salazar	Elias	6M	R
Johnson	Emma	6A	R
Beaudoin	Sammy**	6M	R

Young	Tyler	6A	R
Northrop	Bennett	7A	V
Ficaro	Connor	7A	V
Makula	Daniel	7M	V
Durbak	Luka	7A	V
Patil	Arjun	8M	Y
Aguilar	Daniel	8A	Y
DiLernia	Julian	8A	Y
Nwachuku	Kanayo	8M	Y
Long	Theo	8A	Y
Veale	Walker	8M	Y
Blum	Colton	6M	Z
Lacen	Isaiah	6A	Z
Carini	Lorenzo	6M	Z
Pickman	Mason	6R	Z
Perez	Wyatt	6M	Z

Instruction
Field Trips and Community Service

REGULATION 6153(f)
FORM 1

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School: Middletown High School Date of Request: 10/1/26

Name of Club or Activity: Dance Team

Trip To: Orlando, Florida Purpose: To compete at the National School Spirit Championship

Number of Students Participating: 18

Number of students eligible to go on the field trip: 18

Dates of Trip: From: 1/28/27 To: 2/1/27 # of school days missed: 3

Names of Teachers and Chaperones:

1. Marisa Vingris	5.
2. Caitilin Nelson	6.
3.	7.
4.	8.

Number of Non-Chaperone Adults going on trip:

Transportation: Bus Van Train (Plane) Car Other

Are fund-raising activities planned: If so, describe: Yes, Sponsors, SnapRaise, Popcorn, Texas Raadhouse, etc.

Amount of money raised through fundraisers: $10,000

Lodging: (Hotel/Motel) Camp Private Home

Insurance Arrangements for Staff and Students:

Cost per Student: $1000 Cost per Teacher and/or Chaperone: $ 1000

Cost per Nurse: $ *(if necessary)* Cost per Paraprofessional: $ *(if necessary)*

If Travel Agencies are engaged, at least three quotations need to be provided with documentation attached to this form:

a. c.

b. d. Other

Name of teacher making request: Marisa Vingris

Approved by Department Head at secondary level: Elisha D Jones

Approved by Principal:

Authorized by Chief Academic Officer:

Superintendent Approval: Date: 10/22/26

Reunification Plan: a reunification plan provides staff and students with a back-up plan in the event groups or Individuals are separated because of unforeseen events (blocked entrance/exit, manmade or natural disasters, lost staff or students, etc.).
Please include:

Communication plan (how will you, the lead, communicate with staff/students at the field trip site and Central Office):

Staff/student accountability (in what way will the presence of staff and students be accounted for throughout the trip, head count, call-in, etc.):

Alternate parking or meeting site (consider where you would meet if the original plan is no longer viable): To exit the field trip site:

For shelter (inclement weather):

Identification of on-site security and first aid:
Identification of field trip co-leader name and telephone number:

Total Adult Supervisors (chaperones) Names/Telephone Numbers:

Name	Cell Phone Number	Name	Cell Phone Number
Marisa Vingris	8609772476		
Caitilin Nelson	8603386840		

Other notes:

BOE Central Office Phone: (860) 638-1401
BOE Transportation Office Phone: 860 638-1418 DATTCO Phone: 860 635-8234 Provide

Copies To: Transportation Department, Principal and Teacher

Instruction REGULATION 6153(f) Field Trips and Community Service FORM 1

OVERNIGHT & OUT-OF-STATE FIELD TRIP REQUEST FORM

All overnight and out-of-state field trips require the approval of the Board of Education 60 days in advance of the departure date. All foreign travel field trips must be submitted for Board approval 90 days in advance of the departure date. The following information must be forwarded electronically and in TRIPLICATE (hard copies) 30 days prior to the Board meeting which summarizes the trip. NOTE: A Narrative must be attached justifying this field trip to the school curriculum and/or mission statement. No financial commitments are to be made until Board approval. **This form must be typewritten and ALL items filled in or marked N/A.**

Name of School:**Middletown High School** Date of Request: **9/30/26**

Name of Club or Activity: **Middletown Indoor Track**

Trip To: **Boston, MA** Purpose: **Beantown Winter Classic Track Meet**

Number of Students Participating: **8 Boys 8 Girls**

Number of students eligible to go on the field trip: **16**

Dates of Trip: **12/19/26-12/20/26** From: **12/19** To: **12/20** # of school days missed: **0**

Names of Teachers and Chaperones:

1. **Jamarius Russell**	5. **James White**
2. **Rob Weston**	6. **Brennan Lazich**

Number of Non-Chaperone Adults going on trip: **N/A**

Transportation: Bus Van Train Plane Car Other **Carry-All van will be used for the trip.**

Are fund-raising activities planned: If so, describe: **N/A**

Amount of money raised through fundraisers: **N/A**

Lodging: Hotel/Motel Camp Private Home **Going and Coming back each day**

Insurance Arrangements for Staff and Students: **N/A**

Cost per Student: **N/A** Cost per Teacher and/or Chaperone: **N/A**

Cost per Nurse:**N/A** Cost per Paraprofessional: **N/A**
(if necessary) (if necessary)

If Travel Agencies are engaged, at least three quotations need to be provided with documentation ~~attached to this form~~:

a. c.

b. d. Other

Name of teacher making request: **Jamarius Russell**

Approved by Department Head at secondary level: _____

Approved by Principal: _____

Authorized by Chief Academic Officer: _____

Superintendent Approval: _____ Date: 10/28/26

A brief summary of the trip is a track meet up in Boston, Ma. It is an opportunity for some of our athletes to get a chance to compete with the best competition in the north eastern states. The boys compete on one day, and the girls compete on the next day. We will be driving back and forth both days via the carry-all van.

MEMORANDUM

TO: Budget Committee, Middletown Board of Education
Dr. Macary, Superintendent of Schools
FROM: Natalie Forbes, Executive Director of Finance
RE: Follow Up to October 26, 2026 Budget Committee Meeting
DATE: November 2, 2026

VI. Summary of Account balances

GRANTS

Grants Approved in State Electronic Grants Management System (EGMS) since the October 26 budget meeting.

Even Start (Adult Education)	Office of Early Childhood	$181,818
Alliance	CT State Dept. Education	$11,531,952
Nita Lowery 21st Century Community Learning Centers (Bielefield-- Afterschool)	CT State Dept. Education	$136,636
Nita Lowery 21st Century Community Learning Centers (Spencer-- Afterschool)	CT State Dept. Education	$107,501
ARPA Operations support for early care and education programs	Office of Early Childhood	$25,000
Title 3-Language Instruction for English Learners and Immigrant Students	CT State Dept. Education	$39,324
State Bilingual Grant-- enables students to achieve English proficiency, academic mastery of subject matter content and higher order skills to meet appropriate grade promotion and graduation requirements.	CT State Dept. Education	$15,945

Grants Submitted to EGMS

Title 1 (includes 5 private schools in Middletown) * —to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps	CT State Dept. Education	$1,215,698

Title 2 (includes 5 private schools in Middletown) * —to support effective instruction	CT State Dept. Education	$160,230
IDEA 611 + IDEA 619--Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, ages 3-SY in which student turns 22	CT State Dept. Education	$1,529,616
SEED—Special Education, new positions	CT State Dept. Education	$367,102
Title IV (includes 5 private schools in Middletown) * —compensatory supports	CT State Dept. Education	$82,885
Perkins—Career & Technical Education	CT State Dept. Education	$80,509

Grants in Progress in EGMS

Postsecondary Readiness—SAT and Industry Certifications	CT State Dept. Education	$4,300

* **The five private schools in Middletown for 2025-26 Title I, II, III & IV are:**

- Xavier High School
- Mercy High School
- St. John Paul II
- Rushford Day School
- Queen of the Apostles

Private School participation is based on October 1, 2025 enrolment at all schools.

STUDENT ACTIVITIES ACCOUNTS

MHS

The major expenditures over the prior month for MHS Student Activities accounts were scholarship payments to colleges.

Beman
The major expenditures over the prior month for the Beman Middle School Student Activities accounts were: Camp Ingersoll field trips for 7th grade, and Beman Robotics for team competitions.

VII. Budget Transfer Request

A **total of $4,846 was transferred to the performing arts supply line** for marching band uniform items, and tee shirts for the Beman and MHS Band day.

Journal Entry 40165-- $1,850

Embroidered Trombone Slide Cover—12 x $79.95 = $959.40

Vectorize Logo--$30

Deluxe Cotton Military Gloves 108 x $4.60 = $496.80

Gloves Fingerless Cotton 42 x $3.90 = $163.80

Shipping--$200

Total = $1,850

Journal Entry 40174--$2,996

Beman and MHS Band day

200 Uniform Tops—Long Sleeve T-shirts x $14.98

Total = $2,996.

VII.B. Food and Nutrition

1. Have the funds been received for summer programs (State/Federal). Yes, all of the funds have been received by MPS.
2. Can you provide a comparative report for July 1-Sept 30, 2025, and July 1-Sept 30, 2026?
    - The Acting Co-Director Erin Thazmapallath shared including Health Insurance benefits, the loss as at September 30, 2025 would have been -$271,125.97.
    - Compared to last year's reimbursements July 1-September 30, the district has brought in $21,948.57 less in reimbursements.
    - Some of the difference is due to a lower reimbursement percentage for meals in the 2026-27 school year.

IX. Vendor Contracts

Purchasing Procedures and Quarterly Purchase Order Reporting

Purchases Under $10,000

Departments may purchase goods and services from vendors of their choosing for purchases under $10,000, provided sufficient funding is available, and all applicable purchasing policies and procedures are followed.

Purchases of $10,000 or More

Purchases of $10,000 or more are subject to additional purchasing requirements and approval procedures. The Middletown Common Council requires the City and Board of Education purchasing departments to submit quarterly reports identifying purchase orders that meet or exceed the $10,000 reporting threshold.

The following purchasing requirements apply based on the estimated cost of the purchase:

- **$10,000 to less than $35,000:** At least three vendor quotes are required.
- **$35,000 or more:** A formal competitive bidding process or Request for Proposals (RFP) is required.

In certain circumstances, the Middletown Board of Education Purchasing Policies may waive the competitive bidding, quotation, or proposal requirements, even when the estimated purchase exceeds the applicable dollar thresholds. These exceptions require completing the **BOE's Bid Waiver Form** and meeting the criteria established in district policy. Examples include:

- Proprietary product or sole-source provider
- Emergency purchases
- State, federal, or cooperative purchasing contracts
- Situations in which time is a critical factor
- Circumstances in which a formal purchasing process would result in higher costs, inefficient use of personnel, or substantial disruption to school operations

Purchase Order Approval Process

The purchase order process begins when a department submits a requisition for the goods or services it intends to purchase. Requisitions of $10,000 or more require approval from the department head, Business Office, Business Manager, and Superintendent.

During the review process, each requisition is evaluated to confirm that funding is available, the appropriate budget line is charged, supporting documentation—including applicable contracts or agreements—is provided, and the purchase complies with district purchasing policies and procedures. These reviews help ensure appropriate fiscal oversight, budgetary control, and compliance with established purchasing requirements.

Exhibit I: Quarterly Purchase Orders of $10,000 or More

Exhibit I identifies approved purchase orders of $10,000 or more for the quarter under review. The report includes the purchase order date, vendor, department, and amount, along with columns for Description and Purchasing Details. This column explains the purpose of the purchase and provides relevant information regarding the purchasing method or justification for approval.

Purchase Order Encumbrances

Some purchase orders listed in Exhibit I are identified as *encumbrances*. An encumbrance is an internal reservation of budgetary funds to support anticipated purchases or expenditures. It does not necessarily represent a commitment to purchase the full amount from the vendor, nor does it guarantee that the vendor will receive the full amount shown on the purchase order.

For example, the district may establish a $15,000 encumbrance with NAPA Auto Parts to support anticipated vehicle maintenance and repair needs throughout the fiscal year. Instead of starting a separate purchasing process for every small part, authorized staff can obtain necessary parts and process payments against the encumbrance, subject to applicable purchasing procedures and available funds.

The actual expenditures may be less than the encumbered amount, depending on the district's needs throughout the year. This approach supports timely purchasing, streamlines routine transactions, and maintains budgetary oversight.

Office of the Superintendent
Cultivating the Brilliance in Each Student

Dr. Joseph Macary, Superintendent of Schools
superintendent@mpsct.org | (860) 638-1401
311 Hunting Hill Avenue, Middletown, CT 06457
www.middletownschools.org

Middletown Board of Education
Budget Committee Meeting
Monday, October 26, 2026 5:30 PM
311 Hunting Hill Ave., Middletown, CT
Conference Room B

AGENDA

I. Call to Order
II. Public Comment
III. Approval of Minutes September 28, 2026
IV. FY 2027 Year to Date Budget Summary (Exhibit A)
V. FY 2026 Budget Update
VI. Summary of Account Balances (Exhibit B)
VII. Budget Transfer Requests (Exhibit C) *
VIII. Financials
VII.A. Facility Projects
- Macdonough New School Renovation and Extension Project (Exhibit D)
- Farm Hill Elementary Photovoltaic Cells (Exhibit E)
- Snow Elementary Roof (Exhibit E)
- Keigwin School Alteration Project (Exhibit E)
- City CNR/ 2020 Infrastructure Bond (Exhibit F)

VII.B. Food and Nutrition (Exhibit G)
VII.C. Adult Education (Exhibit H)
IX. Vendor Contracts (Exhibit I)
X. Follow-up / Special Items
- Approval of transfer of 2025-26 Unexpended Balance (Exhibit J)*
- Personnel Impacts from FY 2027 Budget

XI. Adjournment

*Action Item for BOE Approval

Board of Education
Unlocking the Potential in ALL Students
311 Hunting Hill Ave., Middletown, CT 06457
860-638-1401

Middletown Connecticut Board of Education
Meeting minutes for the Budget/Finance Committee
September 28, 2026

Attendance: Dr. Joe Macary, Superintendent
Natalie Forbes, Finance Director
Harold Panciera, Budget/Finance Committee Chair
Sheila Daniels, Board Chair
Dean Krupa, Committee Member
Chris Cardella, Committee Member

I. Meeting was called to order at 5:30 p.m.

II. No members of the public spoke during the open session.

III. Natalie Forbes asked for a motion to amend the minutes from June 22, 2026. The amendment was as follows:
"

" The final award for the 2025-2026 Adult Education Provider Grant exceeded projections, reducing the district's contribution to employee benefits. As a result , the year-end balance in the employee benefits receipt account was higher than anticipated. These additional funds enabled the district to support a position for the 2026-27 school year dedicated to providing district-wide IT support. "

A motion to accept was made by Dean Krupa, and seconded by Chris Cardella. The committee then approved the minutes.

IV. Year -to-date budget summary 2027 (Exhibit A) : Natalie Forbes reviewed budget summary. Committee members asked questions to better understand the verbiage and method used to get at some balances.
V. Budget update 2026 (Exhibit B): Final figures will not be ready until October as we wait for some money from the state and city. There will be a budget surplus of approximately $1.7 million. There were many reasons. Among them were administrative positions not filled, new union contracts, and lower fuel costs. Dr. Macary will offer some suggestions for how best to use the percentage of the money we can keep at the next Board meeting.

VI. Summary of account balances (Exhibit C): Committee was provided a list of accounts at the schools, and the sources of the donated income.

VII. Budget transfer request (Exhibit D): only one for the month. No discussion.

VIII. Financials: Committee was provided with an update by Natalie Forbes. More questions were asked by the committee to better understand the balances in certain line items. In addition, the following information was provided to update the Board on projects:

Macdonough Building update: progress and expenses
Farm Hill photovoltaic project status
Snow School: roof project completion
Keigwin School: alteration project
City infrastructure bond : November 3

Food Services & Nutrition: Dr Macary reviewed a financial statement that covered July - September, 2026. He will be working to get the department to operate without a deficit.

Adult Education: we will receive a monthly report in order to be more aware of the department's monthly financials.

IX. Vendor Contracts: Dr. Macary will email all contracts to the Board so they are available for review and reference.

X. Follow up/ Special Items: All of the following were approved by the committee and will be sent to the Board for final approval:

- Alliance Grant 2027
- BESB Vending Machine issue: The previous administration signed a contract with a vendor that was not authorized by the state. The company that has the state contract has complained about two schools having a new vendor. Negotiations to get out of the contract have not been successful to date. Dr. Macary recommends that the Board approve a buyout with the vendor.
- DECD: This grant will provide money for after-school programming and family outreach at Macdonough School.
- Robotics at Beman: The committee approved an upgrade to the status of a club for the Beman Robotics program. It also approved the payment of a stipend to one of the advisors.
- Fourth Amendment: Dattco. Dr. Macary reminded the committee that one year ago the Board approved a $1.5 million dollar additional payment to Dattco . Starting this fiscal year, we will pay $500,000 for three years.

XI. Motion to adjourn made at 7:25 by Dean Krupa, and seconded by Chris Cardella.

MEMORANDUM

TO: Budget Committee, Middletown Board of Education
Dr. Macary, Superintendent of Schools
FROM: Natalie Forbes, Executive Director of Finance
RE: Finance Report
DATE: October 19, 2026

I. FY2027 Year-to-Date Budget Summary (July 1, 2026-October 19, 2026)- Exhibit A

Overview: The October 19, 2026 Financial Statement covers the period July 1, 2026 through October 19, 2026. To date, 25.9% of the $106,760,135 total budget has been spent.

Expenditures over 100%:

51115 Certified Additional Stipend: FY26 and FY27 ML Department Head stipend was not included in the budget (116.6%).
52700 Workers' Compensation: cost was calculated after budget approval based on MOD rate. This cost is anticipated to decrease in the 2027-28 fiscal year based on a reduction in incidents over the past 3 years (107.68%).
53040: Nursing Services: A one-to-one nurse is required for a student (149.85%).
54303: Maintenance Grounds: Tree Services due to storm activity (121.42%)
55109: SPED Out of Town Transport: Cost reflects needed transportation for special education students (119.18%).
55510 Copying: Working with schools to decrease the number of color copies and total number of copies where possible (102.36%).

II. FY 2026 Budget Update

After completing the account balancing between the City of Middletown and the Board of Education, the unexpended balance for the 2025-26 fiscal year is confirmed at $1,177,497.16.

III. Summary of Account Balances- Exhibit B

Grants: To date, during fiscal year 2026-27, Middletown Public Schools has been awarded 16 grants totaling $6,050,816.60 in grant revenue. As additional grants are confirmed throughout the fiscal year, they will be added to this list and reflected in the district's grant revenue totals.

Receipt Accounts: Current Balances align with beginning-of-year revenue. As the year progresses, additional revenue will relieve the current balance columns with negative balances.

Student Activity Accounts: Response to BOE Student Representative Michaela Alten Burger's question at September BOE Meeting: Snow School's activity accounts are held at the Teacher's Credit Union. To hold a checking account, the school must also have a savings account, and the savings account minimum deposit is $5.00.

IV. Budget Transfers- Exhibit C

There are three budget transfers totaling $5,821.

Journal Entry #40171: Bielefeld Professional development: Request to transfer **$975** from Administrative supplies to Professional Meetings line for Principal/Secretary administration course.
Journal Entry #40165 and #40174: Performing Arts supplies: Request to transfer **$1,850 + $2,996 (Total**

$4,846) from Purchased Services to Other Supplies for uniforms and T-shirt purchases (beman/MHS Bands play at football game).

V. Financials

V.A. Facility Projects

Macdonough New School Renovation and Extension Project: Exhibit D, Expenditures increased from $86,149.77 to $382,429.77.

Farm Hill Elementary Photovoltaic Cells: Exhibit E shows no additional expenditures over the prior month. Total expenditures = $253,926.63.

Snow Elementary School Roof: Exhibit E shows no additional expenditures over the prior month. Total expenditures = $1,195,968.

Keigwin School Alteration Project: Exhibit E shows an additional $9,520 for Engineer fees this month.

City CNR/ 2020 Infrastructure Bond- Exhibit F:
CNR: An additional $23,122.50 in expenditures for 3 projects- MHS PAC spotlight/cables, Snow window tints, and Beman railings- is in progress, with a remaining balance of $31,844.15.
City Bond Funds: An additional $34,947 in expenditures is in progress for VAV units at Keigwin, with a remaining balance of $115,768.09.

V.B. Food and Nutrition- Exhibit G

For the period July 1 through September 30, 2026, Middletown Public Schools Food & Nutrition Services net operating income, including health insurance, is -$320,034.64.

V.C. Adult Education- Exhibit H

For fiscal year 2026-27, the total core budget appropriation is $3,160,889, including local, State, and Cooperative Revenue. Four additional competitive grants add $387,818 to operating enhancements, bringing the total Middletown Adult Education (MAE) budget for 2026-27 to $3,548,707.

VI Vendor Contracts- Exhibit I

Quarterly vendor contract report for Contracts and Purchase Orders of $10,000 and over, first quarter of FY 2026-27, July 1, 2026 through September 30, 2026.

VII. Follow-Up/Special Items

VIII. Action Items- Exhibit J

BOE approval to transfer the 2025-26 unexpended balance of $1,177,497.16 into a non-lapsing account at the City of Middletown for future BOE expenditures.

Exhibit A

FISCAL YEAR: 2027 | MIDDLETOWN BOARD OF EDUCATION FINANCIAL STATEMENT | OCTOBER 19, 2026

Object Code - Summary	BOE Expenditure 2025-2026	Appropriation 2026-2027	Appropriation Adjustment/ Transfers	Encumbrance	Current Expenditure	Current Balance	Percent Used
CERTIFIED SALARIES							
51109 CERTIFIED*CURR WRITING	27,629.80	44,600.00	-	-	4,286.61	40,313.39	9.61
51110 CERTIFIED*REG	35,405,602.57	36,287,174.00	89.00	28,924,938.21	7,090,934.31	271,390.48	99.25
51115 CERTIFIED*OTH ADDL/STIPEND	62,881.02	66,552.00	-	58,844.17	18,754.32	(11,046.49)	116.60
51309 SALARIES: INTERVENTIONISTS	30,926.18	-				-	
51315 SALARIES: SUBS-LT*REG	100,938.81	150,000.00	-	80,790.08	48,857.77	20,352.15	86.43
51410 SALARIES: ADMINISTRATOR*REG	5,208,782.78	5,273,411.00	-	3,461,891.56	1,809,096.34	2,423.10	99.95
51414 SALARIES: ADMINSTR*OTHER	16,500.00	-				-	
51501 LONGEVITY: CERTIFIED	324,200.00	319,320.00	-	150,600.00	161,600.00	7,120.00	97.77
51510 ADDTL COMPENSATION TEACHERS	2,500.00	-				-	
51718 SALARIES: TUTOR	8,221.99	68,985.00	-	47,751.21	4,613.89	16,619.90	75.91
51721 SALARIES: STIPENDS-NON TRB	618,454.79	671,664.00	-	4,864.65	86,062.25	580,737.10	13.54
51901 NON-CONTRACTED CERTIFIED	480.00	89.00	(89.00)	-	-	-	
TOTAL CERTIFIED SALARIES	**41,807,117.94**	**42,881,795.00**	**-**	**32,729,679.88**	**9,224,205.49**	**927,909.63**	**97.84**
CLASSIFIED SALARIES							
51116 CLASSIFIED*REG	9,748,914.15	10,370,877.00	-	7,680,770.27	2,558,053.26	132,053.47	98.73
51118 CLASSIFIED*OT	263,010.97	229,500.00	-	-	108,769.02	120,730.98	47.39
51121 CLASSIFIED*OTH ADDL/STIPEND	7,980.76	10,000.00	-	8,269.21	1,730.79	0.00	100.00
51200 SALARIES OF SEASONAL TEMP EMP	87,657.85	79,043.00	-	-	14,283.31	64,759.69	18.07
51416 ATHLETIC EVENT WORKERS	73,865.07	65,000.00	-	-	14,493.35	50,506.65	22.30
51418 SUBS-SECRETARIES	37,934.94	25,000.00	-	-	673.43	24,326.57	2.69
51903 HOME VISITORS	-	-	-	-	1,245.12	(1,245.12)	
51920 SALARIES: STUDENT VOCATIONAL	4,970.00	6,000.00	-	4,185.00	315.00	1,500.00	75.00
TOTAL CLASSIFIED SALARIES	**10,224,333.74**	**10,785,420.00**	**-**	**7,693,224.48**	**2,699,563.28**	**392,632.24**	**96.36**
PARAEDUCATORSS/AIDES							
51210 SALARIES: AIDES/PARAS*REG	4,444,991.94	4,839,339.00	-	3,933,674.09	820,301.52	85,363.39	98.24
51212 SALARIES: AIDES/PARAS*OT	243.25	-				-	
51503 LONGEVITY: PARAS	12,800.00	13,900.00	-	-	-	13,900.00	-

BOE MEETING DATE: NOVEMBER 10, 2026

51713 SALARIES: LUNCH/DUTY AIDES	340,668.48	431,296.00	-	353,157.29	57,558.41	20,580.30	95.23
51717 SALARIES: BUS MONITOR	1,695.54	-				-	
51990 SALARIES: OTHER	12,633.86	-	-	-	529.38	(529.38)	
TOTAL PARAEDUCATORS/AIDES	**4,813,033.07**	**5,284,535.00**	**-**	**4,286,831.38**	**878,389.31**	**119,314.31**	**97.74**
EMPLOYEE BENEFITS							
52100 GROUP LIFE INSURANCE	220,000.00	137,195.00		-	-	137,195.00	-
52205 FICA	724,003.37	779,148.00	-	-	152,538.17	626,609.83	19.58
52210 MEDICARE	915,622.29	962,427.00	-	-	210,235.58	752,191.42	21.84
52300 RETIREMENT CONTRIB	54,843.06	75,000.00	-	28,116.45	14,884.65	31,998.90	57.33
52600 UNEMPLOYMENT COMPENSATION	118,338.00	100,000.00	-	100,000.00	-	-	100.00
52700 WORKERS COMPENSATION	859,397.79	975,000.00	-	758,980.01	290,935.20	(74,915.21)	107.68
52831 HEALTH INS*CERTIFIED/PARAS	9,265,477.83	7,653,003.00	-	6,966,112.74	686,890.26	(0.00)	100.00
52832 HEALTH INS*CLASSIFIED	7,000,000.00	7,261,258.00	-	-	-	7,261,258.00	-
52840 DENTAL INSURANCE	931,366.80	1,181,486.00	-	609,087.12	250,912.88	321,486.00	72.79
52950 DISABILITY INSURANCE	29,016.00	31,500.00	-	16,812.00	14,688.00	-	100.00
52960 UNUSED SICK BENEFIT	21,541.46	25,000.00	-	-	13,613.29	11,386.71	54.45
52961 UNUSED VACATION PAYOUT	11,972.86	25,000.00		-	-	25,000.00	-
52990 OTHER POST EMPLOYEE BENEFITS	219,577.00	460,000.00		-	-	460,000.00	-
52991 ACA HEALTH INSURANCE	33,141.67	30,000.00		-	-	30,000.00	-
52992 INSURANCE COMPLIANCE PENALTY	3,332.32	-		-	-	-	
TOTAL EMPLOYEE BENEFITS	**20,407,630.45**	**19,696,017.00**	**-**	**8,479,108.32**	**1,634,698.03**	**9,582,210.65**	**51.35**
PURCHASED SERVICES							
53010 PURCHASED PROF SVCS	109,034.58	16,350.00	-	196.00	98.00	16,056.00	1.80
53020 LEGAL SERVICES	538,028.18	280,000.00	-	212,714.81	47,285.19	20,000.00	92.86
53040 NURSING SERVICES	58,569.95	50,000.00	-	67,796.30	7,127.45	(24,923.75)	149.85
53070 TESTING / SCORING	22,483.74	24,100.00	-	-	14,940.00	9,160.00	61.99
53200 PROF EDUC SERVICES	175,359.23	2,000.00	-	-	89.97	1,910.03	4.50
53205 EMPLOYEE TRNG/DEV SVCS	315.00	-				-	
53220 INSERVICE - PROF MTGS/DEVELOP	30,998.39	58,765.00	-	-	5,266.82	53,498.18	8.96
53240 FIELD TRIPS	20,040.00	22,550.00	-	-	5,191.66	17,358.34	23.02

53251 STUDENT ACTIVITIES	2,706.29	12,000.00	-	-	279.95	11,720.05	2.33
53300 PURCH PROF SVCS: TECHNICAL	112,522.50	87,350.00	-	33,486.00	40,559.00	13,305.00	84.77
53310 PURCH PROF SVCS: AUDIT	-	41,465.00	-	-	-	41,465.00	-
53400 PURCH PROF SVCS: OTHER	180,730.09	197,600.00	-	95,230.42	55,727.41	46,642.17	76.40
53500 PURCH PROF/TECH SERVICES	23,614.97	27,552.00	448.00	-	28,000.00	-	100.00
53530 PURCH PROF SVCS: POLICE	10,607.76	16,000.00	-	15,000.00	-	1,000.00	93.75
53540 PURCH PROF SVCS: SPORTS OFFICIAL	45,076.17	71,700.00	-	-	11,781.95	59,918.05	16.43
54010 PURCH PROPERTY SVCS	196,459.15	158,248.00	-	30,136.41	83,864.16	44,247.43	72.04
54103 SNOW PLOWING/SANDING	56,050.00	20,000.00	-	-	-	20,000.00	-
54300 REPAIRS & MAINTENANCE	1,142,755.13	737,625.00	(6,000.00)	250,354.41	403,919.28	77,351.31	89.43
54303 MAINT: GROUNDS	36,350.52	46,500.00	-	20,478.82	35,980.04	(9,958.86)	121.42
54304 ELEVATOR MAINTENANCE	64,737.26	50,000.00	-	43,278.13	6,721.87	0.00	100.00
54400 RENTALS LAND BUILDINGS	52,530.00	81,396.00	-	-	68,822.94	12,573.06	84.55
54411 WATER/SEWER	99,990.26	128,265.00	-	99,320.27	24,692.87	4,251.86	96.69
54420 RENTAL OF EQUIPMENT&VEHICLES	2,281.31	5,000.00	-	-	-	5,000.00	-
54421 DISPOSAL	147,117.48	158,000.00	-	11,304.66	5,845.34	140,850.00	10.85
54424 LAWN CARE	10,350.96	15,000.00	-	-	500.00	14,500.00	3.33
55010 PURCHASED SERVICES	792,028.07	918,401.00	13,979.38	78,525.12	596,160.75	257,694.51	72.36
55100 PUPIL TRANSPORTATION	6,542,326.97	6,742,838.00	8,584.00	176,460.13	6,346,983.53	227,978.34	96.62
55105 TRANSPORTATION*SUMMER	168,986.11	213,231.00	(8,584.00)	-	188,052.13	16,594.87	91.89
55109 TRANSPORT*SPED OUT OF TOWN	1,483,670.86	1,500,000.00	-	1,526,793.60	260,960.70	(287,754.30)	119.18
55190 TRANSPORT*HOMELESS	160,203.96	250,000.00	-	66,607.50	6,583.50	176,809.00	29.28
55205 PROPERTY/CASUALTY INSURANCE	341,821.00	507,334.00	-	-	-	507,334.00	-
55206 ATHLETIC INSURANCE	25,710.00	28,281.00	-	-	25,710.00	2,571.00	90.91
55300 COMMUNICATIONS/TELEPHONE	222,052.54	274,000.00	-	101,754.93	158,616.75	13,628.32	95.03
55301 POSTAGE	27,257.92	27,400.00	-	26,600.00	600.00	200.00	99.27
55303 SECURITY MONITORING	130,460.20	125,500.00	(9,704.15)	6,600.00	7,603.20	101,592.65	12.27
55304 SUBSCRIPTIONS/LICENSES	150,593.27	100,613.00	(448.00)	-	82,933.08	17,231.92	82.80
55400 ADVERTISING	1,686.06	800.00	-	-	-	800.00	-
55500 PRINTING	14,902.87	20,150.00	-	1,709.54	5,051.07	13,389.39	33.55
55510 COPYING	108,130.00	114,000.00	-	111,480.00	5,204.90	(2,684.90)	102.36
55800 TRAVEL/CONFERENCES	62,261.19	82,150.00	-	3,754.89	18,685.67	59,709.44	27.32

TOTAL PURCHASED SERVICES	**13,370,799.94**	**13,212,164.00**	**(1,724.77)**	**2,979,581.94**	**8,549,839.18**	**1,681,018.11**	**87.28**
SUPPLIES & MATERIALS							
56104 SUPPLIES*MAINTENANCE	179,709.71	237,000.00	-	86,190.10	73,565.41	77,244.49	67.41
56106 SUPPLIES*FOOD	1,081.90	3,670.00	-	-	500.00	3,170.00	13.62
56110 INSTRUCTIONAL SUPPLIES	324,098.40	378,737.00	3,724.77	34,381.66	100,442.72	247,637.39	35.25
56115 COMMON CORE MATERIALS	9,428.21	8,100.00	-	1,086.78	1,613.92	5,399.30	33.34
56120 ADMINISTRATIVE SUPPLIES	63,428.67	84,274.00	(2,000.00)	7,196.00	17,916.40	57,161.60	30.52
56121 COPY PAPER	49,574.87	55,256.00	-	9,504.35	6,040.02	39,711.63	28.13
56210 NATURAL GAS	816,662.21	735,250.00	-	671,285.49	140,964.51	(77,000.00)	110.47
56220 ELECTRICITY	1,513,355.61	1,781,034.00	-	1,310,467.79	380,802.21	89,764.00	94.96
56230 BOTTLED GAS	12,307.79	11,200.00	-	5,661.99	3,438.01	2,100.00	81.25
56240 FUEL OIL	191,361.97	295,879.00	-	204,487.35	5,512.65	85,879.00	70.97
56260 DIESEL FUEL	173,145.30	200,000.00	-	174,521.14	25,478.86	(0.00)	100.00
56265 GASOLINE (VEHICLES)	114,134.01	111,300.00	-	93,890.64	17,409.36	-	100.00
56270 PROPANE	44,342.02	50,250.00	-	49,924.21	325.79	0.00	100.00
56400 BOOKS AND PERIODICALS	7,103.45	7,700.00	-	-	5,665.30	2,034.70	73.58
56410 TEXTBOOKS	8,858.26	8,900.00	-	-	149.75	8,750.25	1.68
56420 LIBRARY MATERIALS	24,883.37	24,890.00	-	1,436.37	1,270.84	22,182.79	10.88
56500 SUPPLIES*TECHNOLOGY RELATED	137,299.28	197,360.00	-	7,910.91	87,325.78	102,123.31	48.26
56900 SUPPLIES*OTHER	184,394.29	181,097.00	-	57,738.14	40,806.80	82,552.06	54.42
56910 CUSTODIAL SUPPLIES	236,319.78	215,000.00	-	131,236.38	50,111.73	33,651.89	84.35
59010 ADMIN RESERVE		(70,000.00)		-	-	(70,000.00)	-
TOTAL SUPPLIES & MATERIALS	**4,091,489.10**	**4,516,897.00**	**1,724.77**	**2,846,919.30**	**959,340.06**	**712,362.41**	**84.23**

Exhibit A

FISCAL YEAR: 2027 | MIDDLETOWN BOARD OF EDUCATION FINANCIAL STATEMENT | OCTOBER 19, 2026

PROPERTY							
57300 NEW EQUIPMENT	134,125.02	27,750.00	-	1,697.78	3,554.64	22,497.58	18.93
57330 FURNITURE AND FIXTURES	5,932.82	10,200.00	-	-	7,960.52	2,239.48	78.04
57340 TECH REL HW/EQUIP	1,300.34	1,800.00	-	859.47	895.17	45.36	97.48
57390 OTHER EQUIP/PROPERTY	5,152.66	4,138.00	-	-	912.14	3,225.86	22.04
TOTAL PROPERTY	**146,510.84**	**43,888.00**	**-**	**2,557.25**	**13,322.47**	**28,008.28**	**36.18**
MISCELLANEOUS							
58100 MEMBERSHIPS & DUES	98,279.34	114,606.00	-	4,353.67	67,814.80	42,437.53	62.97
58901 EDUCATIONAL SUPPORT	28,177.77	36,155.00	-	1,402.11	10,727.96	24,024.93	33.55
58903 PROF DEV IMPROVEMENT	4,002.70	10,000.00	-	-	-	10,000.00	-
58904 WESLEYAN PUB SCHL COLLAB	5,000.00	5,000.00	-	-	-	5,000.00	-
58908 RECRUITMENT	15,004.71	26,600.00	-	4,000.00	2,655.43	19,944.57	25.02
TOTAL MISCELLANEOUS	**150,464.52**	**192,361.00**	**-**	**9,755.78**	**81,198.19**	**101,407.03**	**47.28**
TUITION							
55600 TUITION MAGNET (REGULAR EDUCATIC	561,493.16	586,020.00		-	-	586,020.00	-
55610 TUITION TO OTHER DISTR IN STATE (SF	220,367.29	300,000.00		-	-	300,000.00	-
55630 TUITION TO PRIVATE SOURCES (SPEC.	5,937,734.08	5,600,000.00	-	2,561,517.47	455,721.07	2,582,761.46	53.88
TOTAL TUITION	**6,719,594.53**	**6,486,020.00**	**-**	**2,561,517.47**	**455,721.07**	**3,468,781.46**	**46.52**
59600 EXTRAORDINARY ITEMS	-	500,000.00			500,000.00	-	100.00
TOTAL EXTRAORDINARY ITEMS	**-**	**500,000.00**	**-**		**500,000.00**	**-**	**100.00**
GRAND TOTAL GENERAL FUND	**101,730,974.13**	**103,599,097.00**	**(0.00)**	**61,589,175.80**	**24,996,277.08**	**17,013,644.12**	**83.58**
ADDITIONAL FUNDING SOURCES							
STATE SUPPLEMENTAL EDUCATION AID	-	2,656,038.00		107,393.62	2,548,644.38	-	100.00
CITY BOND CAPITAL/CNR	-	505,000.00		115,043.62	139,906.73	250,049.65	50.49
GRAND TOTAL ALL FUNDING SOURCES	**101,730,974.13**	**106,760,135.00**	**(0.00)**	**61,811,613.04**	**27,684,828.19**	**17,263,693.77**	**83.83**

BOE MEETING DATE: NOVEMBER 10, 2026

Definitions:	
BOE Expenditure 2025-2026	The amount of funds spent during the 2025–26 fiscal year
Appropriation	Funds allocated for the 2026–27 fiscal year
Adjustments/Transfers	Funds that have been moved or transferred in or out of appropriation lines in the current fiscal year
Encumbrance	A commitment to spend funds for a particular item or service during the 2026–27 fiscal year that hasn't yet been received/rendered
Current Expenditure	The amount of funds spent so far in the current year
Current Balance	The amount of funds remaining in a budget line after encumbrances/expenditures have been deducted from the total appropriation
Percent Used	The perentage of the appropriation that has been spent and/or encumbered

Middletown Public Schools

MIDDLETOWN PUBLIC SCHOOLS
EXECUTIVE SUMMARY
YEAR-TO-DATE ACCOUNT BALANCES
FISCAL YEAR 2026/2027
OCTOBER 19, 2026

Description	Appropriation 2026-2027	Appropriation Adjustment	Encumbrance	Current Expenditure	Current Balance	% Used
LOCAL as of 10/19/26	103,599,097.00	0.00	61,589,175.80	24,996,277.08	17,013,644.12	83.58
LOCAL as of 10/19/25	103,149,889.00	0.00	61,358,121.85	34,863,890.59	6,927,876.56	93.28
GRANTS (as of 10/19/26)						
2019 ADED-PEP PGM ENHANCEMENT PROJ	150,000.00	0.00	0.00	13,734.46	136,265.54	9.16
2047 FRESH FRUIT&VEGETABLE	68,299.03	0.00	54,684.43	3,838.32	9,776.28	85.69
2048 FRESH FRUIT&VEGETABLE START-UP	6,718.57	0.00	0.00	6,688.89	29.68	99.56
2051 COMPETITIVE ESSA SIG TSI/FOCUS	50,000.00	0.00	16,500.00	0.00	33,500.00	33
2327 CHEFS TO SCHOOLS	150,000.00	0.00	105,017.10	44,982.90	0.00	100
2335 SUPPLEMENTAL EDUCATION AID	2,656,038.00	0.00	107,393.62	2,548,644.38	0.00	100
2336 LDF-1	250,000.00	0.00	250,000.00	0.00	0.00	100
2337 KEIGWIN ALTERATION	1,642,800.00	0.00	65,980.00	9,520.00	1,567,300.00	4.6
2360 FAMILY RESOURCE: FARM HILL	122,650.00	0.00	40,960.50	56,505.96	25,183.54	79.47
2371 EVEN START: FAMILY LITERACY	181,818.00	0.00	97,556.36	37,776.39	46,485.25	74.43
2378 ADED-COOPERATIVE	9,366.00	0.00	0.00	6,244.00	3,122.00	66.67
2385 2% EDUC COST SHARE PRGRM	333,048.00	0.00	1,364.70	134,160.47	197,522.83	40.69
2408 EARLY START	362,520.00	-19,080.00	106,855.54	193,172.39	43,412.07	87.36
2656 READYCT ROBOTICS	6,106.00	0.00	0.00	0.00	6,106.00	0
2734 AFTER SCHOOL: MACD/BIEL	15,120.00	0.00	0.00	319.08	14,800.92	2.11
2763 TRITOWN COLLABORATIVE OUTOFSCHLYO	46,333.00	0.00	0.00	4,889.00	41,444.00	10.55
Grand Total	6,050,816.60	-19,080.00	846,312.25	3,060,476.24	2,124,948.11	64.77
CAPITAL FUNDS (as of 10/19/26)						
CNR (Facility General Operating Funds)	250,000.00	0.00	115,043.62	79,989.73	54,966.65	78.01
Capital Bond Funds	255,000.00	0.00	0.00	59,917.00	195,083.00	23.50

STATE REVENUE

Description	Appropriation 2026-2027	Note
Education Cost Sharing (ECS) Grant	16,652,386.00	100% revenue to City
Excess Cost Grant (Special Education)	NA	100% revenue to BOE

RECEIPT ACCOUNTS (as of 10/19/26)

Description	Revenue	Current Expenditure	Encumbrance	Current Balance
2401 EXCESS COST: SPED	0.00	0.00	1,504,477.24	-1,504,477.24
2721 SPECIAL EDUCATION: MEDICAID	0.00	39,769.12	148,730.23	-188,499.35
2732 SWAIM STRINGS PROGRAM	15,050.00	0.00	0.00	15,050.00
2799 FOOD SERVICES	107,425.70	672,980.30	1,109,297.36	-1,674,851.96
8001 INSURANCE RECEIPTS	838,454.40	189,414.73	3,826,758.89	-3,177,719.22
8003 WORKERS COMPENSATION CLAIMS	31,384.31	0.00	0.00	31,384.31
8004 PRESCHOOL PROGRAM FEES	24,753.00	908.67	2,890.00	20,954.33
8005 SUMMER SCHOOL RECEIPTS	6,385.00	19,971.00	0.00	-13,586.00
8009 MAINTENANCE/RENTALS	2,187.50	3,307.02	0.00	-1,119.52
8012 SALE OF ELECTRICITY	51,500.73	4,660.00	14,040.00	32,760.73
8023 CENTRAL OFFICE RECEIPTS	18,078.87	0.00	16,980.00	1,098.87
8027 CENTRAL OFFICE REIMBURSEMENT	26,905.12	21,722.92	0.00	5,182.20
8034 ADULT EDUC-ENRICHMENT	252.00	4,866.30	0.00	-4,614.30
8035 ADED - GED RECEIPTS	13.00	0.00	0.00	13.00
8039 ADED PEARSON RECEIPTS	1,026.25	0.00	0.00	1,026.25
8043 FACILITIES REFUNDS	17,697.22	0.00	0.00	17,697.22
8046 ADED WORKFORCE ALLIANCE RECEIPTS	3,375.00	719.02	0.00	2,655.98
8048 PAC RENTAL	6,955.00	2,982.81	0.00	3,972.19
8079 EVERY CHILD ART REFUND	390.00	0.00	0.00	390.00
8095 SPEC EDUC-REVENUE	0.00	285,077.94	2,100.00	-287,177.94
9149 STUDENT ACTIVITIES EVENT STAFF	15,000.00	3,737.16	0.00	11,262.84
9150 STUDENT ACTIVITIES - MHS	5,004.63	4,988.04	16.59	0.00
9151 STUDENT ACTIVITIES BMS	719.99	719.99	0.00	0.00
Grand Total	1,172,557.72	1,255,845.02	6,625,290.31	-6,708,577.61

Exhibit B

ACTIVITY ACCOUNTS	Bank Statement Balance as of 9/30/26
Athletics/Student Activity	63,413.63
Bielefield School Activity	3,910.19
BMS Activity	115,354.23
Cafeteria/Food Services Activity	1.50
Central Office Activity	2,368.12
Farm Hill School Activity	1,687.15
Lawrence School Activity	1,246.02
Macdonough School Activity	3,944.92
MAE Activity	85,796.80
MHS Student Activities/Scholarships*	347,675.70
Middletown Transition Center Activity	6,853.87
Moody School Activity	3,745.11
Snow School Activity	10,969.10
Snow School Savings	5.00
Spencer School Activity	1,630.66
Wesley School Activity	9,391.94
Grand Total	657,993.94

SCHOLARSHIP ACCOUNTS	Bank Statement Balance as of 9/30/26
MAE Lillian Gallitto Scholarship Savings	9,125.60
MHS Perlin Scholarship - Savings	10,110.49
MHS Brandon Reeve Memorial Scholarship	1,404.37
MHS Brandon Reeve Memorial Scholarship CD	12,326.83
MHS Christine Marselli LaRosa Scholarship	1,540.51
MHS FFA Scholarship Fund Middletown	1,809.85
MHS Oddfellows Scholarship	3,482.77
MHS Robert Otto Scholarship CD	6,918.53
MHS The Adrian Soares Memorial Scholarship	7,430.39
MHS Varatto / Melzmuf Leadership Fund	3,542.94
Spencer School - Robin Archer Memorial Checking	293.12
Spencer School - Robin Archer Memorial Fund	5.00
Grand Total	57,990.40

*MHS Scholarships Deposited into MHS Activities Account	Balance as of 10/15/26
Science Awards	2,500.00
Staff Scholarship	2,035.13
Thrall Foundation Scholarship	28,000.00
Kalinowski Award	335.85
Linda Beloin Award	1,092.00
Demonte Scholarship	650.00
Paul Pelletier Scholarship	0.00
MPAC-Scholarship	2,072.34
Karen Barbour Memorial Scholarship	135.00
Jae Lim Foundation-Sci/Math Scholarship	1,500.00
Donna Bibisi Scholarship	0.00
Sandy Wade Memorial Scholarship	0.00
Robert Navlasky Scholarship	2,641.56
Grand Total	40,961.88

Exhibit C

Middletown Board of Education
BOE Transfer of Funds

Date Range: 16-Sep-2026 to 19-Oct-2026 For FY 2027

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 40171 Date: 06-Oct-2026						
From 1010-002-2410-000-56120-00000	BIELEFIELD: ADMIN SUPPL	7,452.00		7,452.00	975.00	
To 1010-002-2213-000-53220-00000	BIELEFIELD: INSVC-PROF MTGS/DEV					975.00
	transfer money to pay a for Travis and Nathalie course					
	Total Transfer for Bielefield School				975.00	975.00
Journal#: 40165 Date: 30-Sep-2026						
From 1010-100-3200-350-55010-00000	CURR: PERFORM ARTS*PURCH SVCS	60,887.00	-3,724.77	57,162.23	1,850.00	
To 1010-100-1000-350-56900-00000	CURR: PERF ARTS*OTHER SUPPLIES	6,287.00		6,287.00		1,850.00
	No money in the Other supply line for marching band uniforms, tshirts purchased for UCONN band day, taking from purchase services to cover					
Journal#: 40174 Date: 15-Oct-2026						
From 1010-100-3200-350-55010-00000	CURR: PERFORM ARTS*PURCH SVCS	60,887.00	-3,724.77	57,162.23	2,996.00	
To 1010-100-1000-350-56900-00000	CURR: PERF ARTS*OTHER SUPPLIES	6,287.00		6,287.00		2,996.00
	Money needed for band tshirts for Beman and MHS bands to play together at the football game - not enough in uniform line					
	Total Transfer for Central Office				4,846.00	4,846.00
	*** Grand Total To Transfer				5,821.00	5,821.00

Exhibit D

Macdonough Project Expenditure Summary					
Account_Number	Description	Appropriation	Encumbrances	Expenditures	Account_Balance
4473-33000-51550-0000-00000-2025-000	FICA	1.00	0.00	0.00	1.00
4473-33000-51560-0000-00000-2025-000	MEDICARE	1.00	0.00	0.00	1.00
4473-33000-52140-0000-00000-2025-000	STATE PERMIT FEE	10,000.00	0.00	0.00	10,000.00
4473-33000-52155-0000-00000-2025-000	PRINTING & MAILING	10,000.00	0.00	0.00	10,000.00
4473-33000-53182-0000-00000-2025-000	PROPERTY ACQUISITION	600,000.00	0.00	0.00	600,000.00
4473-33000-55145-0000-00000-2025-000	ARCHITECT	2,822,000.00	2,367,949.73	310,330.27	143,750.00
4473-33000-55156-0000-00000-2025-000	ENVIRONMENTAL MONITOR	20,000.00	0.00	0.00	20,000.00
4473-33000-55480-0000-00000-2025-000	TESTING, INSPECTIONS, SPECIAL INSPECTIONS	65,000.00	0.00	0.00	65,000.00
4473-33000-55853-0000-00000-2025-000	INDEPENDENT STRUCTURAL REVIEW	15,000.00	0.00	0.00	15,000.00
4473-33000-55854-0000-00000-2025-000	INDEPENDENT CODE REVIEW	20,000.00	0.00	0.00	20,000.00
4473-33000-55857-0000-00000-2025-000	GEOTECH	30,000.00	0.00	0.00	30,000.00
4473-33000-55858-0000-00000-2025-000	TRAFFIC STUDY	15,000.00	0.00	0.00	15,000.00
4473-33000-55859-0000-00000-2025-000	BUILDERS RISK	109,000.00	0.00	0.00	109,000.00
4473-33000-56320-0000-00000-2025-000	FF&E (FURNITURE, FIXTURE & EQUIPMENT)	894,000.00	0.00	0.00	894,000.00
4473-33000-90130-0000-00000-2025-000	BI MACDONOUGH SCHOOL APPRAISALS/TITLE SEARCH	20,850.00	225.00	20,625.00	0.00
4473-33000-91300-0000-00000-2025-000	BONDING & LEGAL FEES	110,000.00	0.00	4,207.50	105,792.50
4473-33000-91400-0000-00000-2025-000	CONSTRUCTION	40,301,702.00	3,026,397.00	0.00	37,275,305.00
4473-33000-91603-0000-00000-2025-000	COMMISSIONING AGENT	75,000.00	0.00	0.00	75,000.00
4473-33000-91700-0000-00000-2025-000	CONTINGENCY	2,574,000.00	0.00	0.00	2,574,000.00
4473-33000-98500-0000-00000-2025-000	PLAYGROUND & SURFACING	350,000.00	0.00	0.00	350,000.00
4473-33000-98550-0000-00000-2025-000	SURVEY	30,000.00	0.00	0.00	30,000.00
4473-33000-98600-0000-00000-2025-000	UTILITIES	65,000.00	0.00	0.00	65,000.00
4473-33000-98601-0000-00000-2025-000	IT/AV/SECURITY	700,000.00	0.00	0.00	700,000.00
4473-33000-98900-0000-00000-2025-000	BI MACDONOUGH SCHOOL MOVING EXPENSES	48,448.00	1,181.00	47,267.00	0.00
Grand Total		**48,885,002.00**	**5,395,752.73**	**382,429.77**	**43,106,849.50**

Exhibit E

Farm Hill Solar Project						
Account Number	**Description**	**Appropriation**	**Encumbrances**	**Expenditures**	**In-Progress**	**Account Balance**
2333-005-4700-000-57010-90000	FARM HILL ELEMENTARY SCHOOL PV PANELS (State Portion for eligible expenses)	$399,677.20	$7,917.23	$150,427.32	$0.00	$241,332.65
2080-33000-55463-0000-00000-2022-000	SCHOOL CNR:FARM HILL ELEMENTARY SCHOOL PV PANELS (City Education CNR Funded)	$114,962.00	$4,263.14	$103,499.31	$0.00	$7,199.55
2080-33000-55468-0000-00000-2022-000	SCHOOL CNR:FARM HILL INELIGIBLE COSTS FOR PV PANELS (BOE Education CNR Funded)	$11,444.00	$0.00	$0.00	$0.00	$11,444.00
		$526,083.20	$12,180.37	$253,926.63	$0.00	$259,976.20
Grant Award- Cost of Project $614,888- State Percentage is 65%, City Percentage is 35%						
Snow School Roof Project						
Account Number	**Description**	**Appropriation**	**Encumbrances**	**Expenditures**	**In-Progress**	**Account Balance**
2332-001-4700-000-57010-00000	SNOW ROOF REPLACEMENT (State Portion for eligible expenses)	$1,605,545.00	$40,391.00	$767,429.05	$0.00	$797,724.95
2080-33000-55458-0000-00000-2021-000	SCHOOL CNR:ROOFING PROJECT (BOE Education CNR Funded)	$622,703.20	$26,124.00	$428,538.95	$0.00	$168,040.25
		$2,228,248.20	$66,515.00	$1,195,968.00	$0.00	$965,765.20
Grant Award- Cost of Project $2,430,066- State Percentage is 66.07%, City Percentage is 33.93%						
Keigwin Alteration Project						
Account Number	**Description**	**Appropriation**	**Encumbrances**	**Expenditures**	**In-Progress**	**Account Balance**
2080-33000-55486-0000-00000-2026-000	Keigwin Alteration Project (City Education CNR Funded)	$357,200.00	$0.00	$0.00	$0.00	$357,200.00
2377-024-4300-000-53400-00000	Keigwin Alteration Project (State Portion for eligible expenses)- Architect/ Engineer	$41,070.00	$65,980.00	$9,520.00	$0.00	-$34,430.00
2377-024-4700-000-53400-00000	Keigwin Alteration Project (State Portion for eligible expenses)- Building Improvement Other	$11,499.60	$0.00	$0.00	$0.00	$11,499.60
2377-024-4700-000-54500-00000	Keigwin Alteration Project (State Portion for eligible expenses)- Construction Services	$1,590,230.40	$0.00	$0.00	$0.00	$1,590,230.40
		$2,000,000.00	$65,980.00	$9,520.00	$0.00	$1,924,500.00
Grant Award- Cost of Project $2,000,000- State Percentage is 82.14%, City Percentage is 17.86%						

Exhibit F

Capital Non Recurring (CNR)		
Capital Non Recurring (CNR)	**Appropriation**	
2080-33000-55479-0000-00000-2027-000	**$250,000.00**	
Vendor	**Expenditures**	**Description**
Quality Floor Coverings	$7,250.00	Removal and installation of LVP- Keigwin Floor
Quality Floor Coverings	$3,100.00	Removal and installation of LVP- Bielefield Principal Office Floor
Quality Floor Coverings	$4,900.00	Removal and installation of LVP- Bielefield Front Office and Conference Room Floor
John Boyle Co	$24,992.25	Removal, Prep, and Installation of Carpet in Keigwin Auditorium
Eagle Fence	$4,450.00	Chain Link Fence Repairs- Bielefield
Eagle Fence	$4,550.00	Installation of Barrier Gates- Keigwin
Eagle Fence	$4,750.00	MHS Chain Link Fence Replacement
Eagle Fence	$1,575.00	Spencer School Fence Removal
Langan CT Inc	$24,422.48	IAQ Evaluation at School Locations- Per State Mandate
	$79,989.73	
Vendor	**Encumbrances**	**Description**
Quality Floor Coverings	$1,850.00	Repair and LVP installation- Beman Spanish Room Floor
Quality Floor Coverings	$2,350.00	Repair and LVP installation- Spencer School Cafe Floor
Langan CT Inc	$38,077.52	IAQ Evaluation at School Locations- Per State Mandate
Walden	$35,400.00	HVAC Compliance Assessment Services- Moody & Bielefiled
John Boyle Co	$17,451.80	Farm Hill Gym Stage Back Panels
John Boyle Co	$16,386.70	Install Shades at Moody School
John Boyle Co	$2,687.60	Install Blackout Shades- Bielefield School
John Boyle Co	$840.00	Blind Repairs at Snow School Media Center
	$115,043.62	
Vendor	**In-Progress**	**Description**
Show Lighting Corporation	$9,160.00	MHS Performing Arts Center- Spotlight Accessories, Replacement Parts, Cables
John Boyle Co	$8,737.50	Snow School- Install Window Tints- Breezeways Windows
Eagle Fence	$5,225.00	Beman- 4' Railings with Posts
	$23,122.50	
Total Remaining	**$31,844.15**	

Exhibit F

Capital Bond Funds		
Capital Bond Funds	**Appropriation**	
4167-33000-55487-0000-00000-2020-000	**$60,000.00**	
4167-33000-55489-0000-00000-2020-000	**$45,000.00**	
4167-33000-55491-0000-00000-2020-000	**$150,000.00**	
	$255,000.00	
Vendor	**Expenditures**	**Description**
Dalene Flooring	$59,917.00	MHS Gym Floor Refinishing
	$59,917.00	
Vendor	**In-Progress**	**Description**
Wenger	$44,367.91	MHS Controls, Controls Upgrade, Mechanical Inspections, Inspections of Shell Lighting
Nero Air Conditioning, Heating, & Refridgeration	$34,947.00	Keigwin- Replacement of VAV Units- Classrooms 29,30,35,36,40
	$79,314.91	
Total Remaining	**$115,768.09**	

Middletown Public Schools Food & Nutrition Services
Profit and Loss
July 1 - September 30, 2026

Account	Amount
Income	
Catering Services	$9,379.00
Food Sales	
Food Sales - Cash Deposits and MySchoolBucks	$1,040.00
Total for Food Sales	**$10,419.00**
State/Federal Aid	
Federal Aid - NSLP Lunch: July-September	$270,833.56
Federal Aid - SBP Breakfast: July-September	$109,562.71
Federal Aid - After School Snack: September	$6,435.00
Rebates	$1,303.89
MISC REVENUE: Vending Machines	$1,041.30
Local Food for School Incentive	$1,993.00
State Aid - Severe Need Breakfast	
Total for State/Federal Aid	**$391,169.46**
Total for Income	**$401,588.46**
Expenses	
Employee Salaries	$244,261.95
Employee FICA	$5,498.47
Employee MEDICARE	$1,285.92
Total for Employee Salary	**$251,046.34**
Equipment Repairs and Maintenance	
Food Purchases	
Produce	$42,456.30
Grocery	$152,978.30
Other Supplies	$318.53
USDA Commodity	$2,026.07
Milk	$26,544.90
Total for Food Purchases	**$224,324.10**
Purchased Professional Services	$13,639.85
Kitchen Supplies	
Paper Supplies	$10,717.81
Total for Kitchen Supplies	**$24,357.66**
Total for Expenses	**$499,728.10**
Net Income (Out of 2799 Food Service Fund Account)	**-$98,139.64**
Health Insurance Cost Estimate (Covered by BOE General Fund)	$221,895.00
Net Operating Income Estimate (Inclusive of Health Insurance Cost)	**-$320,034.64**

Exhibit H

10/21/2026

Middletown Adult Education *Monthly Report to the Middletown Board of Education*

Adult Education Provider Grant is funded by Local funds, State funds, and Cooperating District Contributions. Together, they fund MAE's core operations—instructional and non-instructional staffing, employee benefits, purchased property and other services, supplies, and equipment across all program areas (ABE, GED, CDP, ESL, Citizenship, and Family Literacy).

Other Grants: Program Enhancement Project (PEP) - Federal grant to build and expand capacity of projects.

Even Start / Family Literacy Grant of $181,818 supports family literacy programming specifically, including parent-and-child learning activities that fall outside the core ED-114 allocation.

Tri-Town WIOA Grant of $46,000 funds a Career Navigator position, supporting workforce readiness and career-pathway services for adult learners in partnership with the Tri-Town region.

A $10,000 United Way Grant provides direct support for food insecurity among MAE students, helping remove a barrier that can otherwise interrupt program participation and completion. This is year 2 of 2 for the $20,000 grant.

Adult Education Provider							
Budget Codes	Descriptions	Local Funding	State Funding	Cooperative Revenue	Total Appropriation	Total Expenditures (Year-to-Date)	% Spent
111A	Non-Instructional Salaries	$273,963	$281,765	$50,000	$605,728	$171,767.56	28.63
111B	Instructional Salaries	$722,520	$285,465	$203,312	$1,211,297	$231,800.66	19.14
200	Personal Services- Benefits	$0	$649,182	$3,673	$652,855	$10,240.68	1.57
322	In Service	$0	$1,925	$0	$1,925	$1,771.00	92.00
400	Purchased Property Services	$15,625	$291,676	$202,997	$510,298	$148,218.20	29.05
500	Other Purchased Services	$600	$111,388	$11,000	$122,988	$31,809.15	25.86
600	Supplies	$5,000	$33,734	$0	$38,734	$5,651.69	14.59
700	Property	$0	$17,064	$0	$17,064	$0.00	0.00
	TOTAL	**$1,017,708**	**$1,672,199**	**$470,982**	**$3,160,889**	**$601,258.94**	**19.02**
Other Grants							
					Program Enhancement Project (PEP)	$150,000.00	$13,734.46	9.16
					Even Start/ Family Literacy Grant	$181,818.00	$38,328.94	21.08
					Tri-Town WIOA Grant (Career Navigator Position)	$46,000.00	$4,948.00	10.76
					United Way Grant (Food Insecurity Support)	$10,000.00	$0.00	0.00
					Total MAE Other Grants- 2027	**$387,818.00**	**$57,011.40**	**14.70**
					Total MAE Funds	**$3,548,707.00**	**$658,270.34**	**18.55**

Exhibit I

Middletown Board of Education
PO Dated between 01-Jul-2026 and 30-Sep-2026 and over $10,000.00 amount

PO#	PO Date	Vendor#	Vendor Name	Department	#Lines	Encumbered	Description and Purchasing Details	Status
2,600,195	01-Jul-2026	050484	CITY OF MIDDLETOWN FINANCE DEP	CENTRALOFF	1	$ 39,215.00	CLA Audit Fees- Encumbrance to the City	OP
2,601,930	01-Jul-2026	057912	HP INC.	ITDEPT	1	$ 65,280.00	HP Pro Notebooks (68) - HP Products directly from HP- Other Quotes Received and Bid Waiver on File	CL
2,602,454	01-Jul-2026	045150	TULL BROTHERS, INC.	FACILITIES	1	$ 23,358.96	3 Quotes Received- Best Price- Labor and Materials- Continuous Hinges (36), Filler Plates (288)	CL
2,602,538	01-Jul-2026	054667	JOHN BOYLE COMPANY	CENTRALOFF	1	$ 15,550.00	MHS Performing Arts Bathroom Epoxy Project- Quote Waiver on File- Lower Price than Same Work on State Contract 23PSX0243 Quote	CL
2,602,550	01-Jul-2026	056326	CT-TSG LLC	CENTRALOFF	1	$ 31,864.00	Purchase of Phones (215) Expansion of Current VOIP Phone Services to MHS- Proprietary- Quote Waiver on File	CL
2,700,006	01-Jul-2026	057988	SPRINGMATH ACCELERATE, INC.	CENTRALOFF	3	$ 24,425.00	Proprietary Math Licenses- Waiver on File- Chosen after Recommendations from EASTCONN MTSS and Math Leadership Reviews	CL
2,700,017	01-Jul-2026	051446	NAPA AUTO PARTS	FACILITIES	1	$ 15,000.00	Vehicle Parts and Supplies- Annual Encumbrance	OP
2,700,018	01-Jul-2026	055935	HILLYARD, INC	FACILITIES	14	$ 107,900.00	Annual Encumbrance- Custodial Supplies- CREC Pricing AEPA (AEPA023B-2)	OP
2,700,019	01-Jul-2026	029800	W.B. MASON CO.,INC.	FACILITIES	13	$ 68,100.00	Annual Encumbrance- Custodial Supplies	OP
2,700,020	01-Jul-2026	021500	GRAINGER, INC.	FACILITIES	5	$ 12,000.00	Annual Encumbrance- Parts for Plumbing, HVAC, Electrical, Carpentry, Grounds	OP
2,700,022	01-Jul-2026	057898	JEFFREY C KNAKAL	FACILITIES	1	$ 17,000.00	Encumbrance for Plumbing Service. Former District Plumber training New District Plumber	OP
2,700,034	01-Jul-2026	055983	US ELECTRICAL SERVICES, INC	FACILITIES	2	$ 25,000.00	Encumbrance for Electrical Supplies- No Agreement	OP
2,700,041	02-Jul-2026	055622	HARRIS MANAGEMENT SERVICES LLC	CENTRALOFF	1	$ 18,720.00	Continuation of Service with Energy Coordinator- Specialized Knowledge- Paid from REC Sales Receipt Account- Contract on File	OP
2,700,043	02-Jul-2026	046133	VERIZON WIRELESS	CENTRALOFF	3	$ 64,000.00	District Cell Phone Services for the Year	OP
2,700,045	02-Jul-2026	054448	FRONTIER COMMUNICATIONS OF CON	CENTRALOFF	1	$ 15,000.00	Phone Services at MHS- Enumbrance (Will Liquidate when replaced with new Service)	OP
2,700,055	06-Jul-2026	042000	SHIPMAN & GOODWIN, LLP	CENTRALOFF	2	$ 260,000.00	Legal Services Fees- Encumbrance	OP
2,700,056	06-Jul-2026	003125	ANTHEM BLUE CROSS & BLUE SHIEL	CENTRALOFF	6	$ 16,163,051.76	Health Insurance- Certified/Paras and Retired Teachers- Annual	OP
2,700,058	06-Jul-2026	053600	AETNA HEALTH MANAGEMENT LLC	CENTRALOFF	1	$ 60,000.00	Admin Retiree Helathcare Cost- Annual Encumbrance	OP
2,700,059	06-Jul-2026	055086	CHLIC	CENTRALOFF	2	$ 905,000.00	Encumbrance for Dental Insurance- Admin, Paras, Teachers	OP
2,700,063	06-Jul-2026	049134	DIGITAL BACKOFFICE A SERVICE	CENTRALOFF	2	$ 17,769.68	Renewal of Support for Hardware already in the District- 10GE Flexible Fiber PTP Service- E-Rate Process- Quote Waiver on File	OP
2,700,067	06-Jul-2026	008565	CDW GOVERNMENT, INC.	ITDEPT	1	$ 12,000.00	CREC Cooperative Contract AEPA-026D - Waiver On File- Google Licenses	CL
2,700,074	06-Jul-2026	052678	SHI INTERNATIONAL CORP.	ITDEPT	3	$ 40,752.00	Barracuda Backup Serivce Cloud Storage, Service Applican Update, Instant Replacement Subscription- CREC Cooperative Contract AEPA 026-D- Waiver on File	CL
2,700,075	06-Jul-2026	055542	CLASSLINK, INC	ITDEPT	2	$ 20,522.40	Annuanl License Renewal (5223)- Continuation of Server Hosting- Original Agreement from 2020	CL
2,700,077	06-Jul-2026	056760	CITY OF MIDDLETOWN, CT	ADED	1	$ 12,160.00	MAE Staff Parking in Mellifil Parking Lot	OP
2,700,078	06-Jul-2026	049134	DIGITAL BACKOFFICE A SERVICE	ITDEPT	1	$ 43,890.00	Continuation and Renewal of Existing Palo Alto Endpoint Security Licenses (2200)	OP
2,700,079	06-Jul-2026	052678	SHI INTERNATIONAL CORP.	ITDEPT	1	$ 18,081.37	KnowBe4 Security Awareness Training Subscription- Omnia Cooperative Contract 2024056-02- Waiver on File	CL
2,700,081	06-Jul-2026	038910	RnB ENTERPRISES, INC.	ITDEPT	1	$ 37,925.00	Continuation of Annual Subscription Since 2020- 3 Year Agreement- Web Filtering	CL
2,700,084	06-Jul-2026	056760	CITY OF MIDDLETOWN, CT	ADED	1	$ 15,000.00	Encumbrance MAE Student Parking in Kid City Lot	OP
2,700,088	06-Jul-2026	056326	CT-TSG LLC	ADED	1	$ 12,200.00	Phone- Hosted Services- Annual Prepayment Deposit amount for FY 27- Continuation	CL
2,700,097	06-Jul-2026	054558	CONSTELLATION NEWENERGY,INC	ADED	1	$ 33,075.00	Electricity Encumbrance for Adult Education Locations	OP
2,700,099	06-Jul-2026	051489	THURSTON FOODS, INC.	FOODSER	7	$ 50,000.00	RFPCAFE 2026-01 Groceries- Awarded Vendor- Summer Grocery Encumbrance	CL
2,700,100	06-Jul-2026	054521	EVERSOURCE ENERGY-CL&P COMPANY	ADED	1	$ 40,320.00	Electricity Encumbrance for Adult Education Locations	OP
2,700,102	07-Jul-2026	057989	FRANK M GARGIULO & SON, INC	FOODSER	7	$ 18,000.00	RFPCAFE 2026-03 Produce- Awarded Vendor- Encumbrance for Summer Produce	CL
2,700,104	07-Jul-2026	045900	UNUM LIFE INSURANCE COMPANY OF	HR	1	$ 31,500.00	Encumbrance- Annual Long Term Disability Coverage- Required in some Admin. Contracts- Broker Assists with Vendor/Rate	OP
2,700,108	07-Jul-2026	057500	ACRISURE EAST INSURANCE	CENTRALOFF	2	$ 1,195,891.00	Workers Compensation & Employers Liability Insurance Policy- Continuation of Policy- Annual Encumbrance	OP
2,700,109	07-Jul-2026	041235	SEGAL CONSULTING	HR	1	$ 30,000.00	Helath Consulting Services- Master Consulting Agreement on File- City Consultants Broker Insurance Rate	CL
2,700,110	07-Jul-2026	047210	WILLBROOK PROPERTIES, LLC	ADED	1	$ 40,800.00	Adult Education Old Saybrook Location Rent- Lease on File	OP
2,700,115	07-Jul-2026	043505	STANDARD INVESTORS, LLC	ADED	2	$ 298,125.00	Adult Education 398 Main Street Rent- Lease on File	OP
2,700,132	07-Jul-2026	031400	MIDDLETOWN POLICE DEPARTMENT	STUDENTACT	1	$ 15,000.00	Police Coverage- Football and Basketabll Games 2026-2027	OP
2,700,133	07-Jul-2026	014622	DATTCO	STUDENTACT	1	$ 44,500.00	Transportation for Fall Sports- Dattco Contract on File	OP
2,700,135	07-Jul-2026	014622	DATTCO	STUDENTACT	1	$ 52,600.00	Transportation for Winter Sports- Dattco Contract on File	OP
2,700,136	07-Jul-2026	014622	DATTCO	STUDENTACT	1	$ 52,250.00	Transportation for Spring Sports- Dattco Contract on File	OP
2,700,141	07-Jul-2026	056332	KAHN TRACTOR & EQUIPMENT INC	GRANTS	1	$ 14,487.91	Kubota Tractor- Sourcewell Contract# 112624-KBA abd 082923-KBA- Waiver on File	CL
2,700,143	07-Jul-2026	054444	AMBASSADOR WHEELCHAIR SERVICES	TRANSPORT	3	$ 19,990.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	CL
2,700,144	07-Jul-2026	056599	B LINE TRANSPORTATION, LLC	TRANSPORT	8	$ 38,571.25	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	CL
2,700,147	07-Jul-2026	014390	CURTIN MOTOR LIVERY, INC.	TRANSPORT	4	$ 51,179.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	CL

Exhibit I

Middletown Board of Education
PO Dated between 01-Jul-2026 and 30-Sep-2026 and over $10,000.00 amount

PO#	PO Date	Vendor#	Vendor Name	Department	#Lines	Encumbered	Description and Purchasing Details	Status
2,700,149	08-Jul-2026	024000	HOUGHTON MIFFLIN HARCOURT	GRANTS	1	$ 122,570.48	Contract on File- Proprietary- Continuation of HMH- Into Reading V3 for K-1 & V2 for Grades 2-5	CL
2,700,150	08-Jul-2026	054054	KIDS' WHEELS LLC	TRANSPORT	4	$ 31,240.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	CL
2,700,151	08-Jul-2026	051162	M & J BUS, INC.	TRANSPORT	2	$ 19,200.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,155	08-Jul-2026	054317	CINTAS CORP	FACILITIES	3	$ 21,700.00	Required Clothing Allowance per 1467 Contract- Omnia Cooperative Contract Pricing	OP
2,700,167	08-Jul-2026	008725	CENTER FOR CHILDREN WITH SPECI	GRANTS	1	$ 84,000.00	Proprietary Grant Approved Needs Assessment- Distirct Level Consultation to Legacy- Continuation- Waiver on File	OP
2,700,187	15-Jul-2026	056044	ALL WASTE, INCORPORATED	FACILITIES	1	$ 17,000.00	Required Waste Services- MHS- Annual Encumbrance	OP
2,700,188	15-Jul-2026	056160	JP BELLAMO & SONS PEST CONTROL	FACILITIES	1	$ 16,967.16	Pest Control Services- Continuation Of Services with Chosen Vendor from RFP 2020-01 Issued 2/11/20	OP
2,700,196	15-Jul-2026	056601	HEARING 4 ALL, LLC	SPED	1	$ 43,750.00	Continuation of Audiology Services- Familiarity with Students in District from Prior Years- Replace CREC Due to Pricing In 2021- 250 Hours of Services w/Students	OP
2,700,205	15-Jul-2026	056949	UNITED AG & TURF NE,LLC	FACILITIES	1	$ 10,000.00	Encumbrance- Tractor Parts/ Maintenance- No Transaction over 10k	OP
2,700,215	16-Jul-2026	012440	CONNECTICUT TRANE COMPANY	FACILITIES	5	$ 151,466.00	Annual HVAC Service Agreements on File- MHS, Beman, Lawrence, Bielefield, Wesley	OP
2,700,239	20-Jul-2026	057098	ASHLEY DUNN	SPED	1	$ 10,200.00	Mileage Reimbursement- Encumbrance- Transport Student to Out of District School	OP
2,700,245	22-Jul-2026	056965	QUALTRICS, LLC	CENTRALOFF	1	$ 28,000.00	Auto Renewal- Continuation of Proprietary Climate Survery Tool- Signed 2025 Order Form on File	CL
2,700,247	22-Jul-2026	056174	EDPUZZLE, INC	CURR	1	$ 17,800.00	Proprietary Video Services and Subscription- Supports Classrooms- Waiver on File	CL
2,700,251	22-Jul-2026	055702	DIME OIL CO, LLC	FACILITIES	6	$ 210,000.00	Heating Oil- Locked in Price- Contract on File	OP
2,700,261	23-Jul-2026	012440	CONNECTICUT TRANE COMPANY	FACILITIES	1	$ 20,000.00	District Wide HVAC Repairs- Encumbrance- No Amount over 10k	CH
2,700,262	23-Jul-2026	054317	CINTAS CORPORATION 701	FACILITIES	12	$ 14,667.20	Encumbrance for Mats, Mops Services- Omnia Cooperative Contract# R-BB-19002	OP
2,700,263	23-Jul-2026	049134	DIGITAL BACKOFFICE A SERVICE	ITDEPT	2	$ 125,867.25	Palo Alto Endpoint Security License Renewal- Continuation of Existing Secure Services- DBO Provides, Updates & Manages	CL
2,700,269	24-Jul-2026	014622	DATTCO	CURR_MUS	1	$ 14,000.00	Encumbrance- Band/Chorus Transportation for the Year- Dattco Contract and Pricing on File	OP
2,700,270	24-Jul-2026	055463	ARC DOCUMENT SOLUTIONS, LLC	SECURITY	1	$ 31,212.00	Continuation of 5 Year Agreement on File- Security/Facility Info and Access	CL
2,700,277	27-Jul-2026	057785	EDMENTUM, INC	GRANTS	1	$ 62,400.00	Continuation of Proprietary Student Licenses- Legacy Academy- Signed Order Form on File	CL
2,700,278	27-Jul-2026	057997	HORIZON STRUCTURES, LLC	GRANTS	5	$ 35,345.75	Horse Barn Structure- Looked into Multiple Vendors- Quote/Bid Waiver on File- Unique features and modified partition/gates for mini horses	OP
2,700,282	27-Jul-2026	045931	UTILITY COMMUNICATIONS, INC.	SECURITY	1	$ 11,860.00	Replacement of Intercoms to Match Existing Systems- Quote Waiver on File- Annex, Hall House, Facilities, MHS, Beman	CL
2,700,289	28-Jul-2026	054521	EVERSOURCE ENERGY-CL&P COMPANY	CENTRALOFF	23	$ 999,970.00	Electricity Encumbrance (Delivery)	OP
2,700,290	28-Jul-2026	054558	CONSTELLATION NEWENERGY,INC	CENTRALOFF	10	$ 324,300.00	Electricity Encumbrance- Contracted Prices (Supply)- Contract on File	OP
2,700,291	28-Jul-2026	054520	EVERSOURCE ENERGY-YANKEE GAS	CENTRALOFF	15	$ 812,250.00	Natural Gas Encumbrance for the Year	OP
2,700,301	29-Jul-2026	055546	HEARTLAND PAYMENT SYSTEMS	FOODSER	10	$ 10,055.00	Annual Auto Renewal of Existing Proprietary Mosaic Cloud Service for Food Services- Waiver on File	CL
2,700,306	29-Jul-2026	012600	ADMINISTRATOR,	CENTRALOFF	1	$ 100,000.00	Encumbrance for Unemployment Claims	OP
2,700,308	30-Jul-2026	052241	ENVIRONMENTAL SERVICES, INC.	CENTRALOFF	2	$ 200,500.00	Moody Oil Tank- CT State Contract 19PSX0249- Awarded Vendor- Reopened from Previous Year PO- Waiver	OP
2,700,309	30-Jul-2026	056756	YOUNG DEVELOPERS LLC	CENTRALOFF	1	$ 40,391.00	Retainage for Snow School Roof Replacement Project- Bid 2025-01 Awarded Vendor	OP
2,700,319	31-Jul-2026	055266	NEWSELA INC	GRANTS	1	$ 15,025.00	Approved Proprietary Platform for Curriculum and Assessment. Complimentary to Core Instruction for BMS- Waiver on File	CL
2,700,320	31-Jul-2026	024000	HOUGHTON MIFFLIN HARCOURT	GRANTS	1	$ 18,023.66	Proprietary Licenses- Continuation of Existing Services and Software with HMH- Into Literature Grade 6	CL
2,700,327	03-Aug-2026	056812	MILESTONE C, LLC	GRANTS	1	$ 13,320.00	Waiver on File- Custom/Proprietary TAG STEAM Program- Agreement on File	CL
2,700,332	03-Aug-2026	058005	VIASCAPES, LLC	GRANTS	5	$ 27,570.00	Equestrian Footing and Site work specific to our Horse Barn- Specialized knowledge- Quote Waiver on File	OP
2,700,339	04-Aug-2026	051489	THURSTON FOODS, INC.	FOODSER	10	$ 750,000.00	RFPCAFE 2026-01 Groceries- Awarded Vendor- Grocery Encumbrance	OP
2,700,342	04-Aug-2026	055968	RIVERSIDE INSIGHTS	SPED	1	$ 14,721.82	Proprietary SPED Assessment Program- Shift from WJIV Kits to WJV Digital Subsription for Ipads 3 year Subscription Agreement and Quote Waiver on File	CL
2,700,345	04-Aug-2026	057991	HEMINGWAY'S LLC	FOODSER	10	$ 142,000.00	Encumbrance for Milk- RFPCAFE 2026-02 Milk- Awarded Vendor	OP
2,700,346	04-Aug-2026	055348	HARTFORD PROVISION CO	FOODSER	10	$ 17,500.00	Encumbrance- Required to use HPC- USDA Commodities are sent to HPC for our Use- We must pay the Stock/Delivery Fee	OP
2,700,347	04-Aug-2026	057989	FRANK M GARGIULO & SON, INC	FOODSER	10	$ 130,000.00	Encumbrance for Produce- RFPCAFE 2026-03 Produce- Awarded Vendor	OP
2,700,348	04-Aug-2026	014390	CURTIN MOTOR LIVERY, INC.	TRANSPORT	8	$ 546,344.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,349	04-Aug-2026	056599	B LINE TRANSPORTATION, LLC	TRANSPORT	10	$ 268,407.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,350	04-Aug-2026	057471	CALISE AND SONS BAKERY, INC.	FOODSER	2	$ 20,000.00	Encumbrance- Fresh Bread- Reached out for Multiple Quotes- Awarded Vendor	OP
2,700,351	04-Aug-2026	052149	HERSHEY CREAMERY COMPANY	FOODSER	2	$ 34,000.00	Encumbrance- Ice Cream Products- Reached out for Multiple Quotes- Awarded Vendor	OP
2,700,352	04-Aug-2026	029800	W.B. MASON CO.,INC.	FOODSER	10	$ 90,000.00	RFPCAFE 2026-04 Cafeteria Consumables- Awarded Vendor	OP

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Middletown Board of Education
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PO#	PO Date	Vendor#	Vendor Name	Department	#Lines	Encumbered	Description and Purchasing Details	Status
2,700,353	04-Aug-2026	054558	CONSTELLATION NEWENERGY,INC	CENTRALOFF	2	$ 559,319.63	Electricity Encumbrance for MHS- Partialy Funded by Sale of Electricity- Agreement with Constellation on File	OP
2,700,354	05-Aug-2026	057648	ROGERS ORCHARDS INC.	FOODSER	10	$ 34,500.00	Encumbrance- Locally Grown Apples- Reached out for Multiple Quotes	OP
2,700,361	05-Aug-2026	051489	THURSTON FOODS, INC.	FOODSER	1	$ 25,000.00	RFPCAFE 2026-01 Groceries- Awarded Vendor- Catering Grocery Encumbrance	OP
2,700,364	05-Aug-2026	054054	KIDS' WHEELS LLC	TRANSPORT	7	$ 204,361.80	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,365	05-Aug-2026	003500	ACES	GRANTS	1	$ 28,800.00	Proprietary Professional Development w/ Early Childhood Specialist- Contract on File	OP
2,700,366	05-Aug-2026	051162	M & J BUS, INC.	TRANSPORT	5	$ 192,974.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,367	05-Aug-2026	054444	AMBASSADOR WHEELCHAIR SERVICES	TRANSPORT	4	$ 168,120.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,368	05-Aug-2026	056720	TRANSPORTATION MANAGEMENT	TRANSPORT	5	$ 206,500.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,369	05-Aug-2026	057099	CONNECT KIDS CT, INC	TRANSPORT	2	$ 71,990.00	Encumbance- Multiple Quotes for Each Student- Transportation for SPED/Homeless/DCF- Prices and Costs are not Set- Based on Students, Services, and Locations	OP
2,700,372	06-Aug-2026	054317	CINTAS	SECURITY	2	$ 41,922.00	Encumbrance- AED 3 year Service Agreement on File- Omnia Cooperative Pricing	OP
2,700,376	06-Aug-2026	057165	AMPLIFY EDUCATION,INC	CURR	1	$ 14,940.00	Only Platform that allows for the administration, data reporting, progress monitoring, and intervention materials associated w/ DIBELS 8th Edition Universal literacy screener- Waiver on File	CL
2,700,387	07-Aug-2026	052678	SHI INTERNATIONAL CORP.	ITDEPT	1	$ 31,043.80	Microsoft 365 Subscription- CT RESC Alliance CREC Contract- Cooperative- Waiver on File	OP
2,700,394	10-Aug-2026	050934	FOLLETT SOFTWARE, LLC	CENTRALOFF	20	$ 12,496.70	Auto Renewal and Continuation of Proprietary Destiny Resource Mgmt Solution- Libraries- 2014 Contract on File	CL
0053400	12-Aug-2026	16557	LANGAN CT, INC.	CITY PO	1	$ 62,500.00	State Contract DAS# 19PSX0120- IAQ Evaluations at School Location- Compliance with State IAQ Mandates	OP
2,700,412	12-Aug-2026	053610	CAPSTONE CLASSROOM	CURR	1	$ 15,192.40	Continuation and Renewal of Proprietary Learning Platform- PebbleGo Classic K-5- Quote Waiver on File	CL
2,700,435	12-Aug-2026	008565	CDW GOVERNMENT, INC.	ITDEPT	1	$ 11,342.00	Incident IQ Platform- PEPPM Contract 549622-101 - Waiver on File	OP
2,700,439	12-Aug-2026	054663	EFFECTIVE SCHOOL SOLUTIONS	GRANTS	1	$ 551,772.00	Contract on File- Continuation- Tier 3 Intensive Clinical Services- 4 Clinicians at MHS/BMS	OP
2,700,443	13-Aug-2026	055604	JESSE LEWIS CHOOSE LOVE	GRANTS	1	$ 14,297.00	Continuation of Choose Love Membership and Services for District	CL
2,700,444	13-Aug-2026	056065	GENGRAS FORD, LLC	CENTRALOFF	1	$ 62,481.50	State Contract 24PSX0110 Form- Purchase of Ford Transit- MTC	OP
2,700,453	14-Aug-2026	031600	TAX COLLECTOR, CITY OF MIDDLET	FACILITIES	24	$ 124,013.14	Encumbrance- Water and Sewer Charges from the City for School Locations	OP
2,700,458	17-Aug-2026	014300	CURRICULUM ASSOCIATES, LLC	GRANTS	21	$ 113,077.66	Continuation of i-Ready Assessment/Instruction Licenses- Proprietary- Contract on File	CL
2,700,460	17-Aug-2026	056417	PROCARE THERAPY	SPED	1	$ 38,250.00	Encumbrance- SPED Teacher through Contracted Service- Fill Vacancy- Availbility- Client Asignment and MSA on File	OP
2,700,461	17-Aug-2026	036351	PEARSON-CLINICAL ASSESSMENT	SPED	1	$ 14,109.67	Quote Waiver on File- Testing Materials and Supplies for Pearson Assessment only available through Pearson	CL
2,700,471	17-Aug-2026	009530	CHESHIRE FITNESS ZONE	SPED	1	$ 75,000.00	Encumbrance- Physical Therapy Services for Students w/ IEPs. Continuation and Knowledge of Students- Bid Waiver on File	OP
2,700,472	17-Aug-2026	011022	RELAYHUB, LLC	SPED	1	$ 27,000.00	Encumbrance- Medicaid Claims- BOE Pays 10% to Relayhub for all the Claims Money the BOE Receives	OP
2,700,486	18-Aug-2026	050484	CITY OF MIDDLETOWN FINANCE DEP	FACILITIES	2	$ 31,000.00	Encumbrance with the City for Fuel- MPS and VOAG Vehicles	CH
2,700,505	20-Aug-2026	056977	TRANSFR, INC	GRANTS	1	$ 17,166.65	Continuation of Proprietary VR Software/Access and License- Quote Waiver and Signed Agreement on File	OP
2,700,520	21-Aug-2026	051195	PARTNERS FOR EDUCATIONAL	GRANTS	1	$ 82,500.00	Proprietary Executive Coaching, Professional Development, Math Audit, CAO Support- Signed MOU on File	OP
2,700,521	21-Aug-2026	049206	BENHAVEN	SPED	1	$ 98,333.00	Required SPED Tuition for Student- Contract on File	OP
2,700,525	21-Aug-2026	054671	OPTIONS EMPLOYMENT & EDUCATION	SPED	2	$ 206,352.00	Required SPED Tuition for Student- Contract on File	OP
2,700,526	21-Aug-2026	050594	CIB/OAK HILL	SPED	6	$ 582,931.44	Required SPED Tuition for Students- Contract on File	OP
2,700,527	21-Aug-2026	051751	WHITNEY ACADEMY, INC.	SPED	1	$ 172,197.00	Required SPED Tuition for Student- Contract on File	OP
2,700,529	21-Aug-2026	057956	MELIORA ACADEMY, LLC	SPED	4	$ 218,411.50	Required SPED Tuition for Student- Contract on File	OP
2,700,532	21-Aug-2026	057743	CONNECTICUT EDUCATION CENTER	SPED	3	$ 171,820.00	Required SPED Tuition for Students- Contract on File	OP
2,700,535	21-Aug-2026	002650	AMERICAN SCHOOL FOR THE DEAF	SPED	3	$ 62,747.00	Required SPED Tuition for Student- Contract on File	OP
2,700,538	24-Aug-2026	053928	MIDDLESEX MUSIC ACADEMY LLC	GRANTS	6	$ 19,965.86	Musical Instruments- 3 Quotes Received	CL
2,700,539	24-Aug-2026	055832	KEY CHEVROLET	CENTRALOFF	1	$ 17,882.00	Plumber Van- Used Vechincle Available Locally w/ Trade-ins. Waiver on File- 2025 GMC Savana Cargo Van	CL
2,700,541	24-Aug-2026	054809	PANORAMA EDUCATION	GRANTS	5	$ 60,750.00	Continuation of Student Success Platform, Student Surverys- Progress Monitor Interventions- SEL Screener- Contract on File	CL
2,700,569	27-Aug-2026	052742	HARTFORD HOSPITAL CASHIERS	SPED	1	$ 95,445.00	Required SPED Tuition for Student- Contract on File	OP
2,700,570	27-Aug-2026	052742	HARTFORD HOSPITAL CASHIERS	SPED	2	$ 133,350.00	Required SPED Tuition for Student- Contract on File	OP
2,700,571	27-Aug-2026	057745	COMMUNITY CHILD GUIDANCE	SPED	8	$ 206,745.00	Required SPED Tuition for Students- Contract on File	OP
2,700,572	27-Aug-2026	056250	BEN BRONZ FOUNDATION ACADEMY	SPED	3	$ 177,600.00	Required SPED Tuition for Student- Contract on File	OP
2,700,579	27-Aug-2026	053814	THE LEXINGTON GROUP, INC.	HR	1	$ 19,000.00	Encumbrance- Employee Assistance Program- Continuation of Services	OP
2,700,593	28-Aug-2026	058019	TEPPER AND FLYNN, LLC	GRANTS	8	$ 133,307.82	Proprietary Instructional Leadership, Coaching Lab, and Admin Institute- Bid Waiver on File	OP

Exhibit I

Middletown Board of Education
PO Dated between 01-Jul-2026 and 30-Sep-2026 and over $10,000.00 amount

PO#	PO Date	Vendor#	Vendor Name	Department	#Lines	Encumbered	Description and Purchasing Details	Status
2,700,649	02-Sep-2026	056165	CORPORATE MAILING SERVICES LLC	CENTRALOFF	1	$ 28,600.00	Encumbrance- District Postage Services- Contract on File	OP
2,700,654	02-Sep-2026	057173	ESS NORTHEAST, LLC	HR	11	$ 380,000.00	Encumbrance- Substitute Teacher Services- Contract on File	OP
2,700,042	03-Sep-2026	054212	TREASURER-STATE OF CONNECTICUT	ITDEPT	1	$ 16,980.00	CT Education Network State Internet Access- E-Rate Discount Included	OP
2,700,659	03-Sep-2026	055702	DIME OIL CO, LLC	TRANSPORT	1	$ 78,300.00	Encumbrance for Gasoline- Contracted Pricing and Gallons	OP
2,700,660	03-Sep-2026	055702	DIME OIL CO, LLC	TRANSPORT	1	$ 200,000.00	Encumbrance for Diesel- Contracted Pricing and Gallons	OP
2,700,677	04-Sep-2026	053374	CONNECTICUT CUSTOM AQUATICS LL	CENTRALOFF	1	$ 76,357.00	Emergency MHS Pool Filter Replacement- Broken and Unusable- Bid Waiver on File	OP
2,700,680	08-Sep-2026	045931	UTILITY COMMUNICATIONS, INC.	GRANTS	2	$ 88,895.98	MHS School Camera System Enhancements, Security Door Access Control System Enhancements- State Contract 24PSX0042- State Contract Form on File- Security Grant	OP
2,700,681	08-Sep-2026	045931	UTILITY COMMUNICATIONS, INC.	GRANTS	2	$ 74,858.62	Beman School Camera System Enhancements, Security Door Access Control System Enhancements- State Contract 24PSX0042- State Contract Form on File- Security Grant	OP
2,700,682	08-Sep-2026	045931	UTILITY COMMUNICATIONS, INC.	GRANTS	2	$ 86,245.40	Keigwin School Camera System Enhancements, Security Door Access Control System Enhancements- State Contract 24PSX0042- State Contract Form on File- Security Grant	OP
2,700,684	08-Sep-2026	056326	CT-TSG LLC	CENTRALOFF	1	$ 24,254.00	Hosted VOIP Encumbrance for MHS- Added to match the District Services- Replaced Frontier and Voice New England- Improved Service	OP
2,700,693	09-Sep-2026	055126	LITERACY HOW, INC	GRANTS	2	$ 58,000.00	Curriculum Audit, Professional Learning, Coaching Support- Proprietary- Agreement on File	OP
2,700,737	10-Sep-2026	058042	DRAGONFLY LEADERSHIP	GRANTS	1	$ 20,475.00	Proprietary Executive Coaching Services- 2 Elementary Principals (Wesley, Bielefield)- Agreement on File	OP
2,700,742	11-Sep-2026	053694	ADELBROOK, INC.	SPED	30	$ 711,169.25	Required SPED Tuition for Students- Contract on File	OP
2,700,765	15-Sep-2026	057520	UBEO LLC	CENTRALOFF	1	$ 111,480.00	Continuation of Service Maintenance Agreement for UBEO/A&A Copiers throughout the District- Provides set amount of Color and B&W Copies	OP
2,700,793	16-Sep-2026	058041	CHRISTINE L CARVER	GRANTS	1	$ 10,237.50	Proprietary Executive Coaching Services- Middle School Principal- Agreement on File	OP
2,700,806	18-Sep-2026	058048	BL COMPANIES, INC.	CENTRALOFF	3	$ 75,500.00	Awarded Vendor for RFP 2026-05 - Engineering Services for the Keiwin Alteration State Project	OP
2,700,841	22-Sep-2026	058053	SOLUTIONS 4 U	GRANTS	1	$ 15,300.00	Executive Coaching for MHS Leadership (51 Hours)- Proprietary Service- Agreement on File	OP
2,700,842	22-Sep-2026	054780	POWERSCHOOL CORPORATION	ITDEPT	4	$ 34,076.44	Continuation of Existing Services- Platform, Student Analytics, Risk Analysis- Proprietarty	OP

Exhibit J

Office of Finance & Administration

Unlocking the Potential in ALL Students

Natalie Forbes, Executive Director of Finance
forbesn@mpsct.org | (860) 638-1414
311 Hunting Hill Ave, Middletown, CT 06457
www.middletownschools.org

Board of Education Unexpended Balance 2025-26

Per Section 10-248a of Connecticut State Statutes, a local board of education may deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education, provided (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year, (2) each expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local board of education for such town.

The BOE's unexpended balance for the 2025-26 fiscal year is $1,177,497.16, or 1.14% of the 2025-26 budget of $103,149,889.

ACTION

A motion is requested to approve the deposit of the unexpended balance of the 2025-26 fiscal year **of $1,177,497.16** into a non-lapsing account at the City of Middletown for future BOE expenditures.

Exhibit C

Middletown Board of Education
BOE Transfer of Funds

Date Range: 16-Sep-2026 to 19-Oct-2026 For FY 2027

Account	Description	Original Budget	Budget Adjust	Total Budget	From	To
Journal#: 40171 Date: 06-Oct-2026						
From 1010-002-2410-000-56120-00000	BIELEFIELD: ADMIN SUPPL	7,452.00		7,452.00	975.00	
To 1010-002-2213-000-53220-00000	BIELEFIELD: INSVC-PROF MTGS/DEV					975.00
	transfer money to pay a for Travis and Nathalie course					
	Total Transfer for Bielefield School				975.00	975.00
Journal#: 40165 Date: 30-Sep-2026						
From 1010-100-3200-350-55010-00000	CURR: PERFORM ARTS*PURCH SVCS	60,887.00	-3,724.77	57,162.23	1,850.00	
To 1010-100-1000-350-56900-00000	CURR: PERF ARTS*OTHER SUPPLIES	6,287.00		6,287.00		1,850.00
	No money in the Other supply line for marching band uniforms, tshirts purchased for UCONN band day, taking from purchase services to cover					
Journal#: 40174 Date: 15-Oct-2026						
From 1010-100-3200-350-55010-00000	CURR: PERFORM ARTS*PURCH SVCS	60,887.00	-3,724.77	57,162.23	2,996.00	
To 1010-100-1000-350-56900-00000	CURR: PERF ARTS*OTHER SUPPLIES	6,287.00		6,287.00		2,996.00
	Money needed for band tshirts for Beman and MHS bands to play together at the football game - not enough in uniform line					
	Total Transfer for Central Office				4,846.00	4,846.00
	*** Grand Total To Transfer				5,821.00	5,821.00

Exhibit J

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Middletown Public Schools

Facilities Department

Cultivating the Brilliance in Each Student

Director of Facilities, Safety & Security- Marco Gaylord.
372 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1408
Email: gaylordm@mpsct.org, Web: www.middletownschools.org

Facilities Report
November 10th, 2026 - Board Meeting

Elementary Schools Updates:

- Continue modifications and adjustments made to district HVAC systems.
- Performed IAQ inspections
- 34 Window Screens repaired/replaced at Moody.
- Snow School Kitchen oven repaired.
- New door installed at Legacy Academy
- Ceiling tiles repaired at Bielefield.
- Teacher desk from Remington Rand moved to Moody.
- Lawrence School sound system repaired at Lawrence Cafe.
- Outside Painting Project at Lawrence completed for the season. The remainder will be done in the spring.
- Farm Hill first floor hallway completed.
- Electrical motion sensors replaced in art room and room 137.
- Spencer School gutters were cleaned and repaired.
- Bulletin boards installed in classroom 25.
- Kitchen outlets repaired in cafe and in kids corner space.
- Gym RTU unit at Macdonough/kiegwin repaired.
- Moody School playground climbing wall was removed, and the railing was repaired.
- Dishwasher repaired at Macdonough/keigwin.
- Wesley Kitchen steamer wires repaired (Mice)
- Keigwin/Macdonough Auditorium Chair project is complete.
- Continue tree work performed at Snow School.
- Ongoing repair of roof leaks at Spencer School. Due to the ongoing issues with the roof, a weekly schedule to check the roof is now in place.
- Spencer School chimney needs to be repointed and repaired. Estimated cost is 20K
- Outdoor lights at Snow School were replaced.
- Gutter heat tape is scheduled to be installed the week of November 2nd on both the north and south sides of the building.
- The new above-ground Moody School oil tank is expected to be completed by November 11th.
- Outdoor trim work on Lawrence exterior is complete.
- A camera replacement project at Kiegwin is underway.
- Wesley School Beavers and Beaver dams removed.
- Wesley playground curtain drainage system cleared.
- Farm Hill tractor mower deck repaired.
- All school snow removal equipment checks completed.
- Macdonough kitchen exhaust hood repaired.
- Bielefeld Library RTU gas fitting repaired.
- Snow School heating system was repaired.
- Snow School gym air handler pumps replaced.
- Macdonough handicap concrete ramp repaired.
- Snow School Pre-School playground shade canopies installed.

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MHS Fuel Cell Meeting Summary

Representatives from Constellation Energy and district staff met at Middletown High School on Wednesday, October 28, to assess necessary repairs to the on-site fuel cell unit. The primary focus of the assessment was addressing failures in both the low-grade and high-grade heat recovery systems, which are currently failing to operate according to design specifications. Consequently, the district is incurring supplemental heating expenses to maintain facility temperatures—specifically for the school pool—while the secondary energy recovery systems remain impaired.

The MHS Fuel Cell contract expires on December 31st, 2026. Contract extension will not be signed until the unit is operating at its full capacity and determined to be beneficial to the district energy budget.

Technical Explanation & System Impact

1. **Failure of Thermal Energy Recovery Architecture**
    - **High-Grade Heat Recovery:** High-grade thermal energy from the fuel cell's high-temperature exhaust stack is designed to feed directly into the building's primary space-heating hydronic loop. Because this heat stream is currently uncaptured, the building's primary boilers must cycle more frequently to make up the thermal deficit.
    - **Low-Grade Heat Recovery:** Low-grade thermal energy is designed primarily to maintain temperature in the school's swimming pool via dedicated heat exchangers. With this secondary loop offline, thermal energy is being dumped to ambient air rather than transferred into the pool loop, requiring auxiliary pool heaters to compensate.
2. **Operational & Financial Consequences**
    - **Thermal Inefficiency:** The fuel cell is currently operating strictly as a power generation unit without utilizing its Combined Heat and Power (CHP) capabilities, lowering total efficiency well below engineered targets.
    - **Increased Baseline Energy Costs:** To offset the lost thermal input from both recovery loops, auxiliary heating equipment (such as natural gas boilers and dedicated pool heaters) must burn additional fuel, directly inflating facility operating costs.
    - **Equipment Longevity:** Intermittent heat rejection and unexpected mechanical loads place additional stress on secondary HVAC and pool filtration components, increasing the risk of premature wear.
3. **Required Corrective Actions**
    - Perform comprehensive diagnostic tracing on heat exchangers, control valves, and thermal sensors servicing both the primary space-heating and pool loop heat-transfer circuits.
    - Re-balance thermal transfer loops to ensure automated switching between high-grade and low-grade heat delivery meets facility demand.

Adult Education

- Career center walls were repainted.
- Facets were replaced on the second-floor women's bathroom and kitchen.

Central Office

- Continue monitoring of roof and mechanical systems.
- Boiler repairs were made to the unit. We are still dealing with a leak within the unit/ CT Combustion is scheduled to assess/repair.
- Roof repairs were made to the NW side of the building.
- New fire extinguishers were installed.

Maintenance Garage

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The next Building Committee (Special) meeting is scheduled for **Monday, November 9th at 6:00 PM.**

IAQ Update

The Indoor Air Quality (IAQ) Committee, led by IAQ Coordinator Stefan Butler, convened on September 15th to review the 2026/2027 assessment and Langan schedule. Team members were paired and assigned specific facilities to conduct preliminary walkthroughs utilizing prior-year assessment reports to document structural changes and identify necessary corrective actions. Updates from each team were presented to the committee.

These internal reviews were completed ahead of the formal IAQ evaluation conducted by LANGAN. LANGAN technicians have completed physical assessments across all district schools and are compiling their comprehensive report, which remains on schedule for submission before the December 31 deadline.

Walden Environmental Engineering ("Walden") was selected to perform the uniform inspection and evaluation of heating, ventilation, and air conditioning ("HVAC") systems within the Middletown Public Schools, as required by Connecticut General Statutes ("CGS") § 10-220(d). The initial visit to Bielefield and Moody by Walden took place on September 25th.

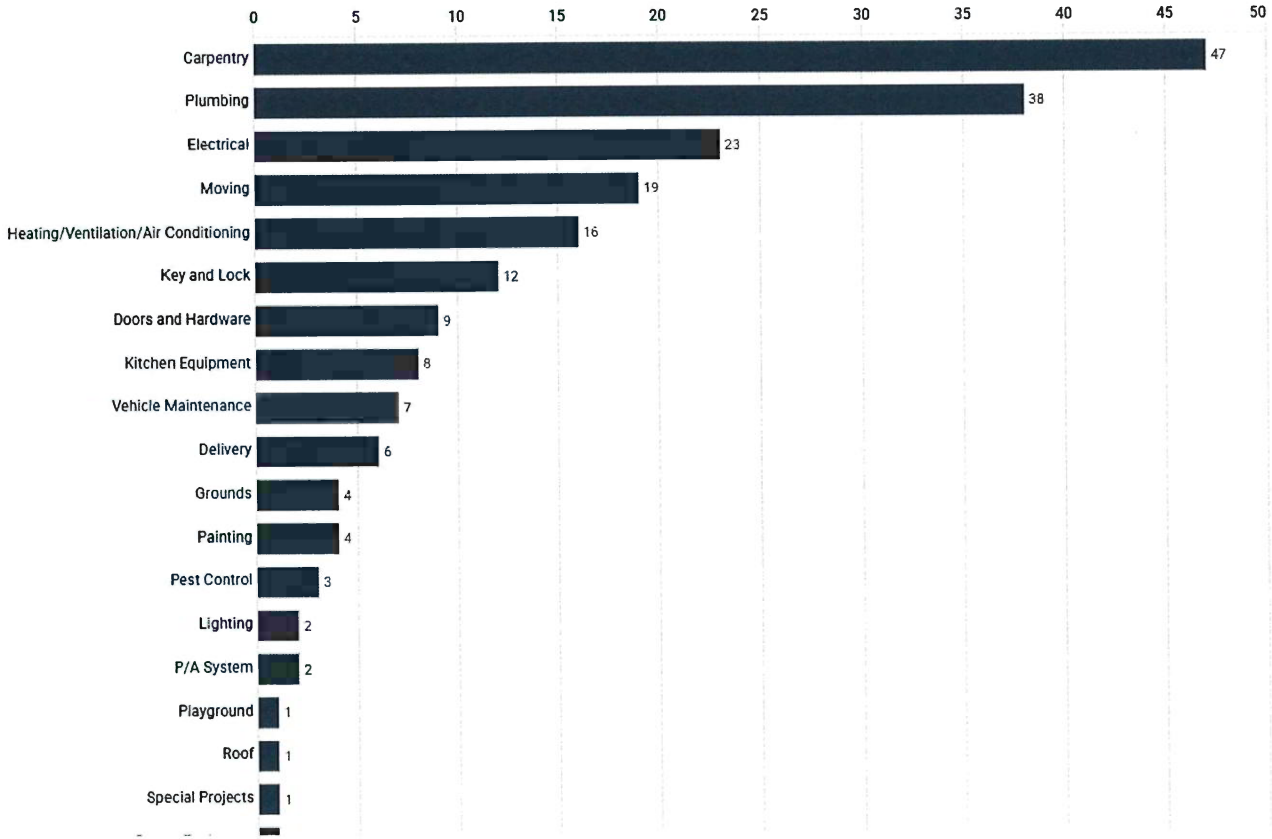
The next IAQ committee meeting is on **November 17, 2026.**

Work Order Asset Essential Update

The District Maintenance Department remains dedicated to consistently fulfilling work orders while prioritizing clear, timely communication. We have implemented streamlined processes to ensure that every work request is met with proactive status updates, keeping staff and administrators informed from submission to completion.

The next step is assessing FS Direct, the district event scheduling platform.

Work Orders Completed in the Month of October 2026



Middletown Public Schools

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2012 Chevy 3500 # 1^^



2012 Chevy 3500 # 2^^





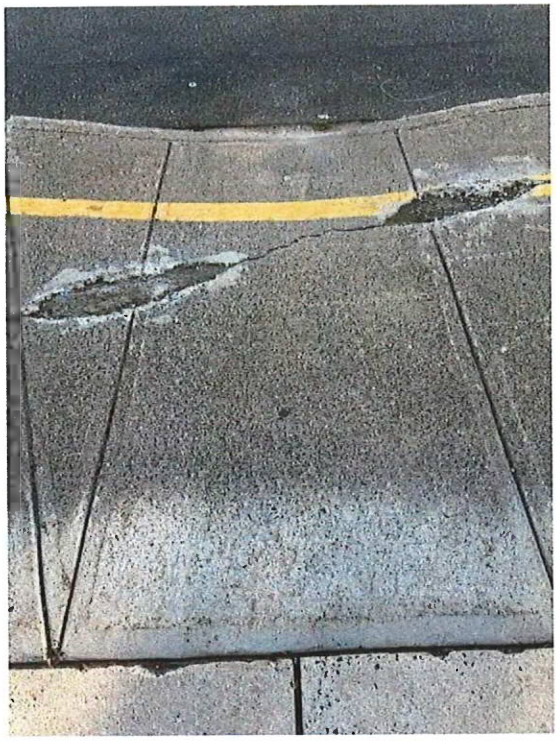
2026 Ford F350 ^^

Middletown Public Schools

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Keigwin/Macdonough ^^



Snow School Gym - Air Handler Pump Replacement

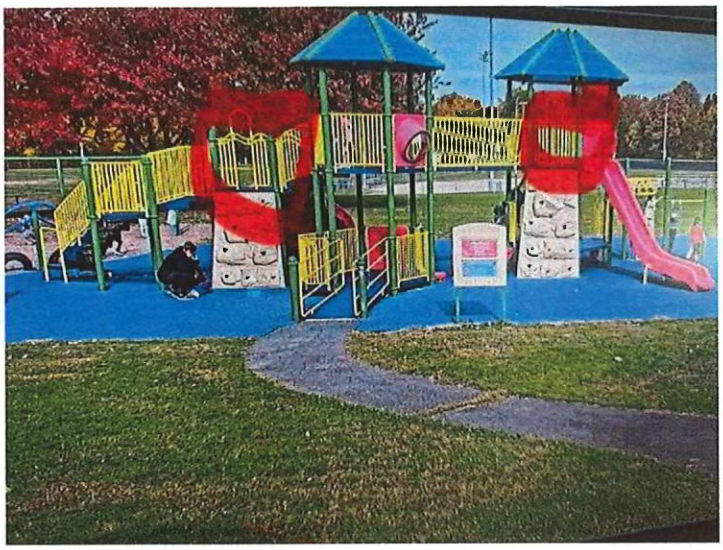


Adult Education Boiler Pump

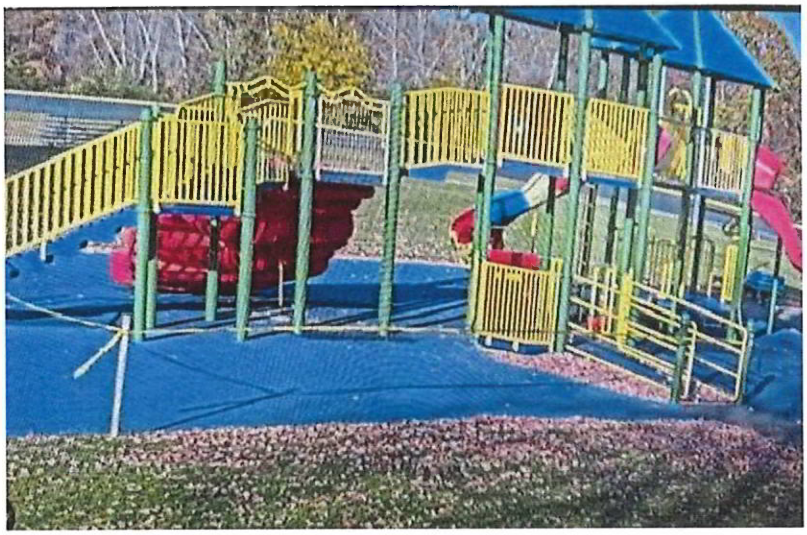
Facilities Department

Cultivating the Brilliance in Each Student

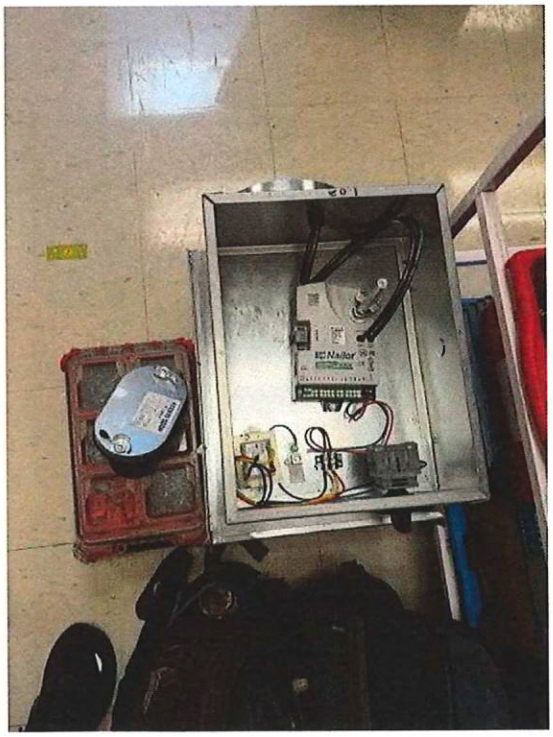
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Moody School Playground climbing wall



Moody School Playground Rock Walls Removed





VAV Controller at Keigwin/Macdonough

Middletown Public Schools

Office of Human Resources

Cultivating the Brilliance in Each Student

Talent@mpsct.org | (860) 638-1446
311 Hunting Hill Ave, Middletown, CT 06457
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Department of Human Resources BOE Report
HR Report for the November 10, 26 Meeting

The Human Resources Department continues to focus on filling vacant positions throughout the district while working to streamline processes and improve the efficiency of HR operations. Recruitment efforts remain ongoing, with particular challenges in Special Education and Paraeducator positions, along with other shortage areas identified by the Connecticut State Department of Education. These positions remain a priority as we work to attract qualified candidates to meet the staffing needs of our schools.

In addition to recruitment, we are reviewing internal procedures to create more consistent and efficient processes, improve communication with administrators, and ensure staffing needs are addressed in a timely manner. Our goal remains to strengthen HR operations while providing continued support to our schools, administrators, and employees.

STAFFING: **Time Period: October 6, 2026 - November 3, 2026**

New Hires: 13

Certified: 2

- Spanish Teacher (Beman) - *starting 11/30/26*
- Social Worker (Lawrence) - *just hired starting 12/2/26*

Non Certified: 11

- Building Sub (Farm Hill)
- Campus Safety Officer (Beman)
- Duty Aide (Moody)
- Instructional Aide (MTC)
- Literacy Interventionist (Beman)
- Paradecuator (Lawrence)
- Paraeducator (Moody)
- Paraeducator (Snow)
- Paraeducator (Spencer)
- Paraeducator (Moody)
- Sub Cafe Worker (District)

Retirements: **0**

- n/a

<u>Resignations/Ended Assignments</u>: **14**

Certified staff: 5

- K-12 Math Director (District) - *resign effective 11/19/26*
- School Social Worker (Lawrence) - *resign effective 10/30/26*
- Spanish Teacher (Beman) - *resign effective 10/16/26*
- Special Education Teacher (Bielefield) - *resign effective 10/21/26*
- Special Education Teacher (Farm Hill) - *resign effective 11/5/26*

Non Certified: 9

- Academic Interventionist (Bielefield)
- Assistant Girls Basketball Coach - *athletic stipend*
- BCBA (District - 2 positions)
- Cafe Worker (Beman)
- Paraeducator (Beman)
- Paraeducator (Lawrence) - 2 positions
- Paraeducator (Moody)

Current Vacancies

Certified: 13

- K-12 Math Director
- Library Media Specialist (Farm Hill) - *interviewing*
- Long Term Sub Science Teacher (Beman)
- Long Term Sub English/Language Arts Teacher (Beman)
- Math Teacher (MHS)
- Science Coach - Elementary (District) **position filled, start date to be determined*
- Special Education Teacher (Beman) **outside contractor filling in started 10/14/26*
- Special Education Teacher (Bielefield) - *last day 10/21/26*
- Special Education Teacher (Farm Hill) - *pending an outside contractor*
- Special Education Teacher (MHS) - *cert. Special Education Teachers taking 6th class to cover*
- Speech Language Pathologist (Bielefield) - *last day 12/2/26*
- Speech Language Pathologist (Snow)
- World Language Department Head (District/MHS)

Classified: 10

- Academic Interventionist (Bielefield)
- Building Sub (MHS)
- Door Attendant (Farm Hill) *** New position-working w/union on job description*
- Homebound Tutor (District)
- Literacy Interventionist (Beman)
- ML Math Interventionist (MHS) - pending onboarding
- Math Tutor (Beman)
- SAE Interventionist - (MHS)
- School Custodian (Bielefield)
- School Custodian (Wesley)

Para Vacancies by School: 45

- Beman- 5
- Bielefield- 3
- Bielefield PreK-1
- Farm Hill- 5
- Lawrence-3
- Macdonough- 1
- MHS- 12
- MTC- 4
- Moody- 5
- Snow- 2
- Snow pre-school- 0
- Spencer- 1
- Wesley- 1
- Legacy-2



MPC

Middletown Prevention Council

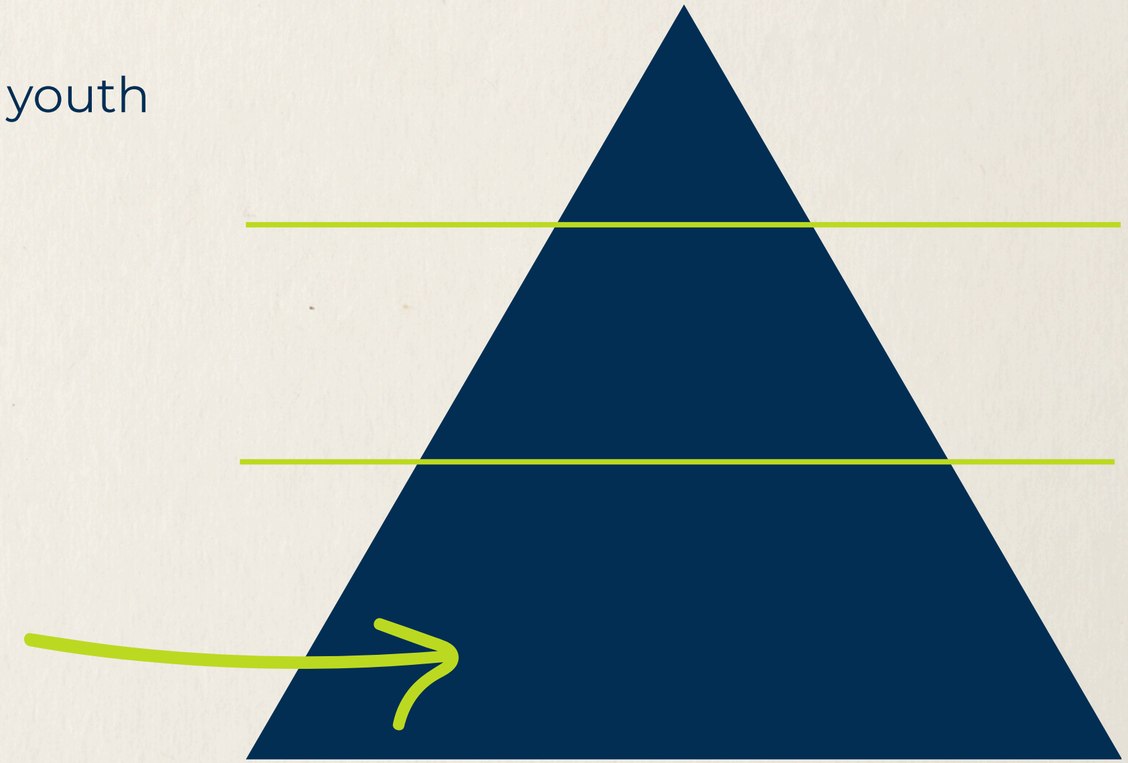
Youth Voices Count Survey Report Overview

Who we are:

- Our mission is to partner with families, schools, and community members to provide resources, education, and support encouraging healthy youth behaviors

- Our members represent 12 sectors of the community

- Our main focus is on primary prevention (preventing drug use before it starts)
    - Building protective factors; reducing risk



What we do:



Targeted prevention campaigns to change behaviors/norms



Community outreach to raise awareness and build partnerships, through the local prevention council



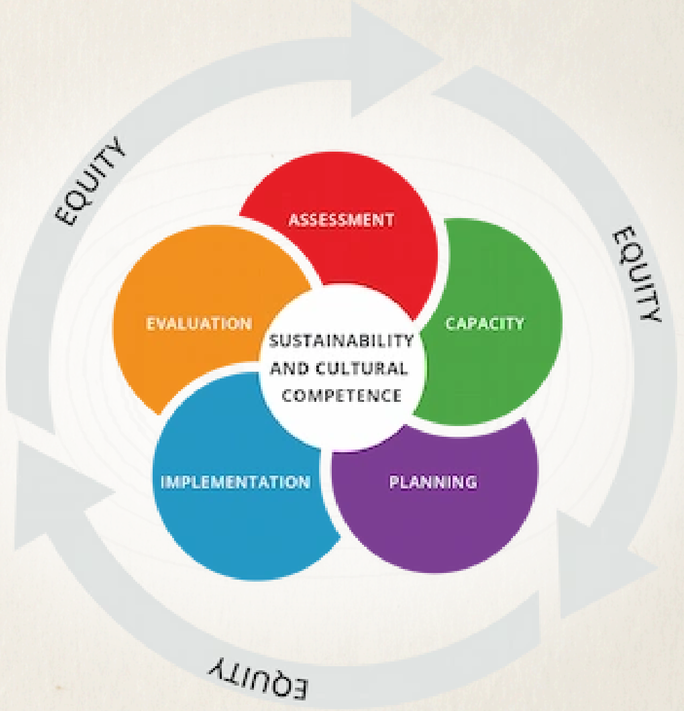
Empower youth to identify local prevention solutions and take action in the community



Engage with students, families and trusted adults to help them understand risks and explore healthier alternatives

How we do it:

- Utilize prevention science, such as the Strategic Prevention Framework
- Use data as a roadmap for selecting specific, intentional strategies



Youth Voices Count Survey

- Measures youth perspectives and behaviors related to common adolescent experiences like mental health, stress, gaming and substance use
- Administered online in March 2026 to Middletown youth in grades 6-12 during advisory periods
- Anonymous, confidential
- It was completed by 1,892 students (86% response rate!)

Key Findings

Most students are making healthy choices

Area of concern: females using at higher rates

Past 30-day use	Middle School	High School	Combined	Male	Female
Alcohol	0.2%	1.9%	1.1%	0.5%	1.6%
Vaping (nicotine)	1.3%	2.7%	2.0%	1.5%	2.5%
Marijuana/THC	1.1%	3.3%	2.2%	1.4%	3.0%

Comparison data

Past 30-day use	Middletown High School	DRG	CT
Alcohol	1.9%	4.7%	21.1%
Vaping (nicotine)	2.7%	4.8%	11.5%
Marijuana/THC	3.3%	6.3%	14.7%

Mental health remains a significant concern

Area of concern: middle school students

Past year	Middle School	High School	Combined
Anxiety (almost always/always)	20.4%	23.3%	21.8%
Sad/hopeless (2 or more weeks in a row)	18.5%	17.3%	17.9%
Felt lonely often	29.5%	25.0%	27.3%

CT data: 35.2% of 9th - 12th graders report feeling sad/hopeless

Past year	Middle School	High School	Combined
Thoughts of self harm	20.2%	13.3%	16.8%
Self harm	13.5%	10.4%	12.0%
Considered suicide	11.2%	8.9%	10.1%
Made a plan	32.6%	19.5%	26.8%
Attempted it	27.7%	14.5%	21.9%

} % of those who considered suicide

CT data: 15.7% of 9th - 12th graders report considering suicide

Youth lifestyles shape health and well-being

Social media

More than half (51.8%) of Middletown youth in grades 6-12 spend 3+ hours per day on social media.

Gambling + gaming

3% of Middletown youth have gambled.

37% of Middletown youth in grades 9-12 spend 3+ hours gaming every day.

37.4% of Middletown youth have spent money to win games.

What's next?

Middletown Prevention Council

- **Prioritiy 1:** continue data collection through focus groups, community surveys, and environmental scans
    - Support for the biennial adminstration of the YVCS
- **Priority 2:** engage and raise awareness with parents and other trusted adults
    - Disseminiate education material and upcoming events to students, families, and staff
- **Priority 3:** enhanced relationship between MPC and Middletown Public Schools
    - Clear communication channels and points of contact for collaboration
    - Integrate support from MPC into staff and student learning, such as QPR and Youth Mental Health First Aid trainings

Stay in touch!

Scan the code to visit our website,

middletownprevention.org

Monthly Coalition Meetings

September 16	February 10
October 14	March 10
November 11	April 14
December 9	May 12
January 13	June 9

2:30-3:30 PM

South Fire District Community Room

Next Generation Accountability, 2025-26

State of Connecticut

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Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned
1a. ELA Performance Index - All Students	65.0	75	43.3	50	**86.7**
1b. ELA Performance Index - High Needs Students	55.4	75	36.9	50	**73.9**
1c. Math Performance Index - All Students	61.7	75	41.1	50	**82.2**
1d. Math Performance Index - High Needs Students	51.3	75	34.2	50	**68.4**
1e. Science Performance Index - All Students	63.1	75	42.1	50	**84.2**
1f. Science Performance Index - High Needs Students	52.6	75	35.0	50	**70.1**
2a. ELA Academic Growth - All Students	59.3%	100%	59.3	100	**59.3**
2b. ELA Academic Growth - High Needs Students	54.8%	100%	54.8	100	**54.8**
2c. Math Academic Growth - All Students	60.9%	100%	60.9	100	**60.9**
2d. Math Academic Growth - High Needs Students	54.0%	100%	54.0	100	**54.0**
2e. Progress Toward English Proficiency - Literacy	59.0%	100%	29.5	50	**59.0**
2f. Progress Toward English Proficiency - Oral	53.9%	100%	26.9	50	**53.9**
4a. Chronic Absenteeism - All Students	16.4%	<=5%	27.2	50	**54.5**
4b. Chronic Absenteeism - High Needs Students	23.8%	<=5%	12.3	50	**24.6**
5. Preparation for CCR - Percent Taking Courses	94.1%	75%	50.0	50	**100.0**
6. Preparation for CCR - Percent Passing Exams	49.9%	75%	33.2	50	**66.5**
7. On-track to High School Graduation	87.7%	94%	46.7	50	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	91.2%	94%	97.0	100	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	85.8%	94%	91.3	100	**91.3**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned
10. Postsecondary Entrance (Graduating Class 2025)	67.4%	75%	89.8	100	**89.8**
11. Physical Fitness (estimated participation rate = 95.1%)	50.4%	75%	33.6	50	**67.3**
12. Arts Access	56.4%	60%	47.0	50	**94.0**
Accountability Index	.		1046.4	1450	72.2

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.4
ELA - High Needs Students	97.7
Math - All Students	98.2
Math - High Needs Students	97.3
Science - All Students	97.6
Science - High Needs Students	96.4

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District

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Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	57.1	75	38.0	50	**76.1**	**86.7**
1b. ELA Performance Index - High Needs Students	49.0	75	32.7	50	**65.4**	**73.9**
1c. Math Performance Index - All Students	52.1	75	34.7	50	**69.5**	**82.2**
1d. Math Performance Index - High Needs Students	44.8	75	29.8	50	**59.7**	**68.4**
1e. Science Performance Index - All Students	54.7	75	36.4	50	**72.9**	**84.2**
1f. Science Performance Index - High Needs Students	47.2	75	31.4	50	**62.9**	**70.1**
2a. ELA Academic Growth - All Students	45.9%	100%	45.9	100	**45.9**	**59.3**
2b. ELA Academic Growth - High Needs Students	44.4%	100%	44.4	100	**44.4**	**54.8**
2c. Math Academic Growth - All Students	47.6%	100%	47.6	100	**47.6**	**60.9**
2d. Math Academic Growth - High Needs Students	46.9%	100%	46.9	100	**46.9**	**54.0**
2e. Progress Toward English Proficiency - Literacy	60.0%	100%	30.0	50	**60.0**	**59.0**
2f. Progress Toward English Proficiency - Oral	54.7%	100%	27.3	50	**54.7**	**53.9**
4a. Chronic Absenteeism - All Students	22.1%	<=5%	15.8	50	**31.5**	**54.5**
4b. Chronic Absenteeism - High Needs Students	29.5%	<=5%	1.1	50	**2.2**	**24.6**
5. Preparation for CCR - Percent Taking Courses	96.1%	75%	50.0	50	**100.0**	**100.0**
6. Preparation for CCR - Percent Passing Exams	45.8%	75%	30.5	50	**61.1**	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	94.8%	94%	50.0	50	**100.0**	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	89.8%	94%	95.5	100	**95.5**	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	90.8%	94%	96.6	100	**96.6**	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	62.1%	75%	82.8	100	**82.8**	**89.8**
11. Physical Fitness (estimated participation rate = 90.7%)	36.2%	75%	24.2	50	**48.3**	**67.3**
12. Arts Access	65.8%	60%	50.0	50	**100.0**	**94.0**
Accountability Index	.		941.8	1450	**65.0**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	67.6	49.0	18.6	16.6	**Y**
Math Performance Index Gap	61.6	44.8	16.8	17.8	**N**
Science Performance Index Gap	64.3	47.2	17.1	18.6	**N**
Graduation Rate Gap (2023 Cohort)	94.0	90.8	3.2	10.7	**N**

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	97.7
ELA - High Needs Students	97.0
Math - All Students	96.3
Math - High Needs Students	94.8
Science - All Students	98.1
Science - High Needs Students	97.1

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Beman Middle School (Grades: 6-8)

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Export Beman Middle School formatted .xlsx file
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Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	55.1	75	36.7	50	**73.5**	**86.7**
1b. ELA Performance Index - High Needs Students	46.3	75	30.9	50	**61.8**	**73.9**
1c. Math Performance Index - All Students	49.6	75	33.0	50	**66.1**	**82.2**
1d. Math Performance Index - High Needs Students	42.0	75	28.0	50	**55.9**	**68.4**
1e. Science Performance Index - All Students	54.9	75	36.6	50	**73.1**	**84.2**
1f. Science Performance Index - High Needs Students	46.9	75	31.3	50	**62.5**	**70.1**
2a. ELA Academic Growth - All Students	40.6%	100%	40.6	100	**40.6**	**59.3**
2b. ELA Academic Growth - High Needs Students	39.7%	100%	39.7	100	**39.7**	**54.8**
2c. Math Academic Growth - All Students	40.7%	100%	40.7	100	**40.7**	**60.9**
2d. Math Academic Growth - High Needs Students	39.8%	100%	39.8	100	**39.8**	**54.0**
2e. Progress Toward English Proficiency - Literacy	49.5%	100%	24.8	50	**49.5**	**59.0**
2f. Progress Toward English Proficiency - Oral	55.3%	100%	27.6	50	**55.3**	**53.9**
4a. Chronic Absenteeism - All Students	18.0%	<=5%	24.1	50	**48.1**	**54.5**
4b. Chronic Absenteeism - High Needs Students	26.0%	<=5%	8.1	50	**16.1**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	**.**	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	**.**	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	97.6%	94%	50.0	50	**100.0**	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 94.3%)	34.1%	75%	22.8	50	**45.5**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		514.5	1000	**51.4**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	65.9	46.3	19.6	17.0	**Y**
Math Performance Index Gap	58.6	42.0	16.6	18.3	**N**
Science Performance Index Gap	63.8	46.9	16.9	18.4	**N**
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.2
ELA - High Needs Students	97.7
Math - All Students	95.4
Math - High Needs Students	93.2
Science - All Students	99.4
Science - High Needs Students	99.5

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Bielefield School (Grades: PK-5)

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School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	53.1	75	35.4	50	**70.9**	**86.7**
1b. ELA Performance Index - High Needs Students	45.9	75	30.6	50	**61.2**	**73.9**
1c. Math Performance Index - All Students	45.5	75	30.3	50	**60.6**	**82.2**
1d. Math Performance Index - High Needs Students	38.0	75	25.3	50	**50.7**	**68.4**
1e. Science Performance Index - All Students	52.6	75	35.1	50	**70.2**	**84.2**
1f. Science Performance Index - High Needs Students	.	75	.	.	.	**70.1**
2a. ELA Academic Growth - All Students	56.2%	100%	56.2	100	**56.2**	**59.3**
2b. ELA Academic Growth - High Needs Students	47.5%	100%	47.5	100	**47.5**	**54.8**
2c. Math Academic Growth - All Students	57.3%	100%	57.3	100	**57.3**	**60.9**
2d. Math Academic Growth - High Needs Students	58.3%	100%	58.3	100	**58.3**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	17.5%	<=5%	25.0	50	**50.0**	**54.5**
4b. Chronic Absenteeism - High Needs Students	22.7%	<=5%	14.7	50	**29.3**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 100.0%)	62.8%	75%	41.9	50	**83.7**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		457.6	800	**57.2**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	65.1	45.9	19.2	17.0	**Y**
Math Performance Index Gap	57.7	38.0	19.7	18.3	**Y**
Science Performance Index Gap	.	.	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	.

Minimum participation standard is 95%

Next Generation Accountability, 2025-26

Middletown School District, Farm Hill School (Grades: PK-5)

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School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	62.2	75	41.5	50	**82.9**	**86.7**
1b. ELA Performance Index - High Needs Students	57.6	75	38.4	50	**76.8**	**73.9**
1c. Math Performance Index - All Students	55.8	75	37.2	50	**74.3**	**82.2**
1d. Math Performance Index - High Needs Students	50.6	75	33.7	50	**67.4**	**68.4**
1e. Science Performance Index - All Students	66.4	75	44.3	50	**88.5**	**84.2**
1f. Science Performance Index - High Needs Students	63.5	75	42.3	50	**84.6**	**70.1**
2a. ELA Academic Growth - All Students	48.2%	100%	48.2	100	**48.2**	**59.3**
2b. ELA Academic Growth - High Needs Students	47.2%	100%	47.2	100	**47.2**	**54.8**
2c. Math Academic Growth - All Students	51.5%	100%	51.5	100	**51.5**	**60.9**
2d. Math Academic Growth - High Needs Students	50.2%	100%	50.2	100	**50.2**	**54.0**
2e. Progress Toward English Proficiency - Literacy	65.7%	100%	32.9	50	**65.7**	**59.0**
2f. Progress Toward English Proficiency - Oral	52.6%	100%	26.3	50	**52.6**	**53.9**
4a. Chronic Absenteeism - All Students	21.4%	<=5%	17.1	50	**34.3**	**54.5**
4b. Chronic Absenteeism - High Needs Students	27.4%	<=5%	5.3	50	**10.6**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 97.9%)	59.6%	75%	39.7	50	**79.4**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		555.8	950	**58.5**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.0	57.6	15.4	17.0	**N**
Math Performance Index Gap	67.9	50.6	17.3	18.3	**N**
Science Performance Index Gap	.	63.5	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Minimum participation standard is 95%

Next Generation Accountability, 2025-26

Middletown School District, Lawrence School (Grades: PK-5)

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School Category: 4

Support Level: Focus

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	62.6	75	41.8	50	**83.5**	**86.7**
1b. ELA Performance Index - High Needs Students	52.1	75	34.7	50	**69.4**	**73.9**
1c. Math Performance Index - All Students	57.1	75	38.1	50	**76.2**	**82.2**
1d. Math Performance Index - High Needs Students	48.1	75	32.1	50	**64.2**	**68.4**
1e. Science Performance Index - All Students	60.3	75	40.2	50	**80.4**	**84.2**
1f. Science Performance Index - High Needs Students	52.1	75	34.7	50	**69.4**	**70.1**
2a. ELA Academic Growth - All Students	58.5%	100%	58.5	100	**58.5**	**59.3**
2b. ELA Academic Growth - High Needs Students	62.5%	100%	62.5	100	**62.5**	**54.8**
2c. Math Academic Growth - All Students	59.9%	100%	59.9	100	**59.9**	**60.9**
2d. Math Academic Growth - High Needs Students	60.5%	100%	60.5	100	**60.5**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	11.4%	<=5%	37.1	50	**74.2**	**54.5**
4b. Chronic Absenteeism - High Needs Students	16.8%	<=5%	26.5	50	**52.9**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 100.0%)	55.1%	75%	36.7	50	**73.5**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		563.2	850	**66.3**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	70.6	52.1	18.5	17.0	**Y**
Math Performance Index Gap	63.9	48.1	15.7	18.3	**N**
Science Performance Index Gap	68.2	52.1	16.1	18.4	**N**
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0

Indicator	Participation Rate (%)
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Macdonough School (Grades: K-5)

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Export Macdonough School formatted .xlsx file
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Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	56.1	75	37.4	50	**74.7**	**86.7**
1b. ELA Performance Index - High Needs Students	53.4	75	35.6	50	**71.2**	**73.9**
1c. Math Performance Index - All Students	53.3	75	35.5	50	**71.0**	**82.2**
1d. Math Performance Index - High Needs Students	50.4	75	33.6	50	**67.2**	**68.4**
1e. Science Performance Index - All Students	58.9	75	39.3	50	**78.6**	**84.2**
1f. Science Performance Index - High Needs Students	51.2	75	34.1	50	**68.2**	**70.1**
2a. ELA Academic Growth - All Students	44.1%	100%	44.1	100	**44.1**	**59.3**
2b. ELA Academic Growth - High Needs Students	42.5%	100%	42.5	100	**42.5**	**54.8**
2c. Math Academic Growth - All Students	56.7%	100%	56.7	100	**56.7**	**60.9**
2d. Math Academic Growth - High Needs Students	55.4%	100%	55.4	100	**55.4**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	23.0%	<=5%	13.9	50	**27.9**	**54.5**
4b. Chronic Absenteeism - High Needs Students	23.6%	<=5%	12.9	50	**25.7**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 93.9%)	35.5%	75%	23.7	50	**47.3**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		464.6	850	**54.7**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	.	53.4	.	17.0	
Math Performance Index Gap	.	50.4	.	18.3	
Science Performance Index Gap	.	51.2	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Middletown High School (Grades: 9-12)

Export Middletown High School unformatted .csv file
Export Middletown High School formatted .xlsx file
Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	47.9	75	95.8	150	**63.9**	**86.7**
1b. ELA Performance Index - High Needs Students	38.2	75	76.4	150	**50.9**	**73.9**
1c. Math Performance Index - All Students	42.3	75	84.7	150	**56.5**	**82.2**
1d. Math Performance Index - High Needs Students	34.9	75	69.7	150	**46.5**	**68.4**
1e. Science Performance Index - All Students	46.9	75	62.6	100	**62.6**	**84.2**
1f. Science Performance Index - High Needs Students	38.2	75	51.0	100	**51.0**	**70.1**
2a. ELA Academic Growth - All Students	.	100%	.	.	.	**59.3**
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	**54.8**
2c. Math Academic Growth - All Students	.	100%	.	.	.	**60.9**
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	**54.0**
2e. Progress Toward English Proficiency - Literacy	51.6%	100%	25.8	50	**51.6**	**59.0**
2f. Progress Toward English Proficiency - Oral	51.8%	100%	25.9	50	**51.8**	**53.9**
4a. Chronic Absenteeism - All Students	34.6%	<=5%	0.0	50	**0.0**	**54.5**
4b. Chronic Absenteeism - High Needs Students	44.7%	<=5%	0.0	50	**0.0**	**24.6**
5. Preparation for CCR - Percent Taking Courses	96.5%	75%	50.0	50	**100.0**	**100.0**
6. Preparation for CCR - Percent Passing Exams	50.8%	75%	33.9	50	**67.7**	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	95.7%	94%	50.0	50	**100.0**	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	91.5%	94%	97.4	100	**97.4**	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	94.4%	94%	100.0	100	**100.0**	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	68.5%	75%	91.3	100	**91.3**	**89.8**
11. Physical Fitness (estimated participation rate = 82.2%)	26.4%	75%	8.8	50	**17.6**	**67.3**
12. Arts Access	68.7%	60%	50.0	50	**100.0**	**94.0**
Accountability Index	.		973.2	1550	**62.8**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	58.0	38.2	19.8	17.0	**Y**
Math Performance Index Gap	50.1	34.9	15.2	18.3	**N**
Science Performance Index Gap	56.5	38.2	18.3	18.4	**N**
Graduation Rate Gap (2023 Cohort)	94.0	94.4	0.0	7.0	**N**

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	92.7
ELA - High Needs Students	90.4
Math - All Students	92.7
Math - High Needs Students	90.4
Science - All Students	97.4
Science - High Needs Students	95.6

Minimum participation standard is 95%

Next Generation Accountability, 2025-26

Middletown School District, Moody School (Grades: PK-5)

Export Moody School unformatted .csv file
Export Moody School formatted .xlsx file
Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	73.4	75	49.0	50	**97.9**	**86.7**
1b. ELA Performance Index - High Needs Students	63.2	75	42.2	50	**84.3**	**73.9**
1c. Math Performance Index - All Students	73.2	75	48.8	50	**97.6**	**82.2**
1d. Math Performance Index - High Needs Students	64.0	75	42.6	50	**85.3**	**68.4**
1e. Science Performance Index - All Students	75.9	75	50.0	50	**100.0**	**84.2**
1f. Science Performance Index - High Needs Students	.	75	.	.	.	**70.1**
2a. ELA Academic Growth - All Students	66.1%	100%	66.1	100	**66.1**	**59.3**
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	**54.8**
2c. Math Academic Growth - All Students	63.0%	100%	63.0	100	**63.0**	**60.9**
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	6.5%	<=5%	46.9	50	**93.9**	**54.5**
4b. Chronic Absenteeism - High Needs Students	14.3%	<=5%	31.4	50	**62.9**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 100.0%)	57.1%	75%	38.1	50	**76.2**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		478.2	600	**79.7**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.2	11.8	17.0	**N**
Math Performance Index Gap	75.0	64.0	11.0	18.3	**N**
Science Performance Index Gap	75.0	.	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	.

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Snow School (Grades: PK-5)

Export Snow School unformatted .csv file
Export Snow School formatted .xlsx file
Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	64.1	75	42.8	50	**85.5**	**86.7**
1b. ELA Performance Index - High Needs Students	57.4	75	38.3	50	**76.6**	**73.9**
1c. Math Performance Index - All Students	58.5	75	39.0	50	**78.0**	**82.2**
1d. Math Performance Index - High Needs Students	52.3	75	34.9	50	**69.7**	**68.4**
1e. Science Performance Index - All Students	61.2	75	40.8	50	**81.6**	**84.2**
1f. Science Performance Index - High Needs Students	52.6	75	35.1	50	**70.2**	**70.1**
2a. ELA Academic Growth - All Students	50.3%	100%	50.3	100	**50.3**	**59.3**
2b. ELA Academic Growth - High Needs Students	45.9%	100%	45.9	100	**45.9**	**54.8**
2c. Math Academic Growth - All Students	51.8%	100%	51.8	100	**51.8**	**60.9**
2d. Math Academic Growth - High Needs Students	57.6%	100%	57.6	100	**57.6**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	11.8%	<=5%	36.4	50	**72.7**	**54.5**
4b. Chronic Absenteeism - High Needs Students	16.0%	<=5%	28.1	50	**56.1**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 100.0%)	34.5%	75%	23.0	50	**46.0**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		523.8	850	**61.6**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	57.4	17.6	17.0	**Y**
Math Performance Index Gap	68.8	52.3	16.6	18.3	**N**
Science Performance Index Gap	.	52.6	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Minimum participation standard is 95%

Next Generation Accountability, 2025-26

Middletown School District, Spencer School (Grades: PK-5)

Export Spencer School unformatted .csv file
Export Spencer School formatted .xlsx file
Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	65.3	75	43.6	50	**87.1**	**86.7**
1b. ELA Performance Index - High Needs Students	60.8	75	40.6	50	**81.1**	**73.9**
1c. Math Performance Index - All Students	63.7	75	42.5	50	**85.0**	**82.2**
1d. Math Performance Index - High Needs Students	58.6	75	39.1	50	**78.1**	**68.4**
1e. Science Performance Index - All Students	62.2	75	41.5	50	**83.0**	**84.2**
1f. Science Performance Index - High Needs Students	56.3	75	37.5	50	**75.0**	**70.1**
2a. ELA Academic Growth - All Students	60.7%	100%	60.7	100	**60.7**	**59.3**
2b. ELA Academic Growth - High Needs Students	59.3%	100%	59.3	100	**59.3**	**54.8**
2c. Math Academic Growth - All Students	72.0%	100%	72.0	100	**72.0**	**60.9**
2d. Math Academic Growth - High Needs Students	68.1%	100%	68.1	100	**68.1**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	16.1%	<=5%	27.9	50	**55.8**	**54.5**
4b. Chronic Absenteeism - High Needs Students	20.0%	<=5%	20.0	50	**40.0**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 97.3%)	27.8%	75%	18.5	50	**37.0**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		571.2	850	**67.2**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.2	60.8	13.4	17.0	**N**
Math Performance Index Gap	73.7	58.6	15.1	18.3	**N**
Science Performance Index Gap	.	56.3	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	99.1
Math - High Needs Students	98.6
Science - All Students	100.0
Science - High Needs Students	100.0

Minimum participation standard is 95%.

Next Generation Accountability, 2025-26

Middletown School District, Wesley School (Grades: PK-5)

Export Wesley School unformatted .csv file
Export Wesley School formatted .xlsx file
Export All Schools and Districts .csv file
Export All Schools and Districts Metadata .xlsx file

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	66.0	75	44.0	50	**88.1**	**86.7**
1b. ELA Performance Index - High Needs Students	56.6	75	37.8	50	**75.5**	**73.9**
1c. Math Performance Index - All Students	61.8	75	41.2	50	**82.4**	**82.2**
1d. Math Performance Index - High Needs Students	49.6	75	33.1	50	**66.1**	**68.4**
1e. Science Performance Index - All Students	67.4	75	44.9	50	**89.8**	**84.2**
1f. Science Performance Index - High Needs Students	.	75	.	.	.	**70.1**
2a. ELA Academic Growth - All Students	52.4%	100%	52.4	100	**52.4**	**59.3**
2b. ELA Academic Growth - High Needs Students	47.6%	100%	47.6	100	**47.6**	**54.8**
2c. Math Academic Growth - All Students	54.9%	100%	54.9	100	**54.9**	**60.9**
2d. Math Academic Growth - High Needs Students	44.8%	100%	44.8	100	**44.8**	**54.0**
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	**59.0**
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	**53.9**
4a. Chronic Absenteeism - All Students	8.2%	<=5%	43.7	50	**87.3**	**54.5**
4b. Chronic Absenteeism - High Needs Students	13.0%	<=5%	33.9	50	**67.8**	**24.6**
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	**100.0**
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	**66.5**

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
7. On-track to High School Graduation	.	94%	.	.	.	**93.3**
8. 4-year Graduation: All Students (2025 Cohort)	.	94%	.	.	.	**97.0**
9. 6-year Graduation: High Needs Students (2023 Cohort)	.	94%	.	.	.	**91.3**
10. Postsecondary Entrance (Graduating Class 2025)	.	75%	.	.	.	**89.8**
11. Physical Fitness (estimated participation rate = 81.6%)	32.3%	75%	10.8	50	**21.5**	**67.3**
12. Arts Access	.	60%	.	.	.	**94.0**
Accountability Index	.		488.9	800	**61.1**	72.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.5	56.6	17.8	17.0	**Y**
Math Performance Index Gap	72.7	49.6	23.1	18.3	**Y**
Science Performance Index Gap	75.0	.	.	18.4	
Graduation Rate Gap (2023 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	.

Minimum participation standard is 95%.

Middletown Public Schools | Board of Education Presentation

Understanding Connecticut's Next Generation Accountability Index

What It Measures, How Points Are Earned, and What the Results Tell Us About Student Achievement and Growth

November 2026

Accountability Systems Serve Important Purposes

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements

Connecticut Next Generation Accountability System for Districts and Schools

- Provides a more complete picture of a school or district
- Guards against narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Allows schools to demonstrate progress on “outcome pre-cursors”
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

CONNECTICUT'S NEXT GENERATION ACCOUNTABILITY SYSTEM

12 indicators. A more complete picture of student success.

ACADEMIC SUCCESS

How well students are learning and improving over time

1. **Achievement** (English Language Arts, Math, Science)
2. **Growth** (English Language Arts and Math, and progress toward English language proficiency for English and Multilingual learners)

ENGAGEMENT & WELL-ROUNDED EDUCATION

How students engage in school and experience a well-rounded education

3. Participation in State Tests
4. Chronic Absenteeism
7. On-Track to High School Graduation
11. Physical Fitness
12. Arts Access

SUCCESS BEYOND HIGH SCHOOL

How students prepare for and achieve success beyond high school

5. Taking Relevant Courses
6. Meeting Proven Benchmarks
8. Four-Year Graduation (All Students)
9. Six-Year Graduation (High Needs Students)
10. Entering 2- or 4-year College

Middletown Public Schools

What are the 12 Indicators?

1. Academic achievement (Performance Index)[H]
2. Academic growth [H] and Progress toward English language proficiency
3. Assessment participation rate [H]
4. Chronic absenteeism [H]
5. Postsecondary preparation
6. Postsecondary readiness
7. Graduation- on-track in ninth grade
8. Graduation- four-year adjusted cohort
9. Graduation- six-year adjusted cohort [H]
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

[H] Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

What Do the Accountability Numbers Mean?

Students Meeting Expectations	Percentage of students who reach the proficiency standard. SBA and NGSS: Levels 3–4; SAT: applicable benchmark.
Performance Index (PI)	A weighted measure of student achievement across performance levels. Students below proficiency can still contribute points.
Accountability Index (AI)	A broader school or district measure combining achievement with other indicators such as growth and attendance.

PI and AI are point-based measures — neither is the percentage of students at grade level.

How to Interpret the Results

Example: If 40% of students meet expectations, that does NOT mean the school's Performance Index is 40 or its Accountability Index is 40.

Why the numbers differ

- PI awards weighted credit across achievement levels, not just to proficient students.
- AI combines multiple indicators; achievement is only one part of the total.

Assessment participation = students tested, NOT students proficient.

Academic Growth (PTA): Progress Is Not Proficiency

How Connecticut measures growth

Grades 4–8: CSDE compares each student's SBA ELA and math scale scores across consecutive years and measures progress toward an individualized annual growth target. PTA is the average percentage of those targets achieved—not the percentage proficient.

How a school can earn a Highest Growth distinction

Schools in approximately the top 10% for eligible academic-growth measures (ELA or math; all students or high-needs students) may qualify, subject to state participation and achievement-gap safeguards. Growth recognition does not require most students to be proficient.

Illustrative example: A school could have 89% of students below proficiency (11% proficient) and still receive Highest Growth recognition if its eligible students make exceptional year-to-year progress and it meets all distinction criteria.

Growth = how far students progressed | Proficiency = where students currently perform

Middletown Public Schools

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	57.1	75	38.0	50	76.1	86.7
1b. ELA Performance Index - High Needs Students	49.0	75	32.7	50	65.4	73.9
1c. Math Performance Index - All Students	52.1	75	34.7	50	69.5	82.2
1d. Math Performance Index - High Needs Students	44.8	75	29.8	50	59.7	68.4
1e. Science Performance Index - All Students	54.7	75	36.4	50	72.9	84.2
1f. Science Performance Index - High Needs Students	47.2	75	31.4	50	62.9	70.1
2a. ELA Academic Growth - All Students	45.9%	100%	45.9	100	45.9	59.3
2b. ELA Academic Growth - High Needs Students	44.4%	100%	44.4	100	44.4	54.8
2c. Math Academic Growth - All Students	47.6%	100%	47.6	100	47.6	60.9
2d. Math Academic Growth - High Needs Students	46.9%	100%	46.9	100	46.9	54.0
2e. Progress Toward English Proficiency - Literacy	60.0%	100%	30.0	50	60.0	59.0
2f. Progress Toward English Proficiency - Oral	54.7%	100%	27.3	50	54.7	53.9
4a. Chronic Absenteeism - All Students	22.1%	<=5%	15.8	50	31.5	54.5
4b. Chronic Absenteeism - High Needs Students	29.5%	<=5%	1.1	50	2.2	24.6
5. Preparation for CCR - Percent Taking Courses	96.1%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	45.8%	75%	30.5	50	61.1	66.5
7. On-track to High School Graduation	94.8%	94%	50.0	50	100.0	93.3
8. 4-year Graduation: All Students (2025 Cohort)	89.8%	94%	95.5	100	95.5	97.0
9. 6-year Graduation: High Needs Students (2023 Cohort)	90.8%	94%	96.6	100	96.6	91.3
10. Postsecondary Entrance (Graduating Class 2025)	62.1%	75%	82.8	100	82.8	89.8
11. Physical Fitness (estimated participation rate = 90.7%)	36.2%	75%	24.2	50	48.3	67.3
12. Arts Access	65.8%	60%	50.0	50	100.0	94.0
Accountability Index			941.8	1450	65.0	72.2

- Indicator 3 is the participation rate.

Achievement and Graduation Rate Gaps

- A district/school is identified as having an “achievement gap” if its gap size is substantially different from the average statewide gap in any subject area.

- A district/school is identified as having a “graduation gap” if its gap size is substantially different from the average statewide gap.

Achievement and Graduation Rate Gaps

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	67.6	49.0	18.6	16.6	Y
Math Performance Index Gap	61.6	44.8	16.8	17.8	N
Science Performance Index Gap	64.3	47.2	17.1	18.6	N
Graduation Rate Gap (2023 Cohort)	94.0	90.8	3.2	10.7	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	97.7
ELA - High Needs Students	97.0
Math - All Students	96.3
Math - High Needs Students	94.8
Science - All Students	98.1
Science - High Needs Students	97.1

Middletown Public Schools

Professional Development Workshops

Certified & Non-Certified Staff

Tuesday, November 3, 2026

Professional Learning Time

All Staff
8:00a-3:20p

Select Your Session by Department

Agricultural Science and Technology Education	Career and Technical Education	English Language Arts, 6-12	Library Media Specialists, K-12
Mathematics, 4-12	Multilingual Learners, K-12	Performing Arts, K-12	Physical Education/ Health, K-12
Science, 6-12	Social Studies, 6-12	Visual Arts, K-12	7-12 World Languages
PreK and KPA Certified Staff	General Classroom & ELA Teachers, K-5	Academic Interventionists	K-12 ICM Teachers
Special Education Teachers, K-5	Special Education Teachers, 6-12	School Counselors, 6-12	School Psychologists, K-12
RISE Tier 3 Social Workers, K-5	Social Workers, K-12	Speech & Language Pathologists	Legacy Staff
	BCBAs, K-12	Occupational Therapists	
Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Wesley, Bielefield, Snow, Spencer, and Farm Hill		Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Moody, Lawrence, Macdonough, MHS, and Beman	

Curriculum Departments

Session Title:

A Backwards Design Mindset: Connecting Standards, Assessment, and Curriculum

Audience:

9-12 ASTE, 6-12 ELA, 4-12 Math, 6-12 Science, 6-12 Social Studies, K-12 Performing Arts (not attending conference), K-12 Visual Arts, 7-12 World Language, K-12 Library

Facilitator(s):

Carlos de la Barrera, Paul Griswold, Department Leaders, Building Leaders

Locations:

ASTE: MHS, ASTE Conference Room
ELA: Beman, B 205
Math: Beman, A 304/305
Science: MHS, 329
Social Studies: MHS, 203
Visual and Performing Arts: MHS, Black Box
World Languages: Beman, B 201
Library: Wesley, LMC

Description:

Educators will develop shared language and expectations for coherent written curriculum using Understanding by Design and the MPS curriculum templates. Through differentiated agendas, participants will examine assessment demands or learning progressions, explore UbD resources matched to their familiarity, and assess existing curriculum. Teams will complete or refine Curriculum-at-a-Glance documents, begin prioritized unit development or revision, and identify next steps.

******Please bring devices.***

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Career and Technical Education

Session Title:

Accelerating the Assets: From Opportunity to Outcomes — Powering CTE Through Perkins V, College Credits, and Industry-Recognized Credentials

Audience:

CTE Staff

Facilitator(s):

Dave Reynolds

Location:

MHS, 113

Description:

By the conclusion of this professional development session, educators will be able to:

- *Analyze current CTE program strengths, opportunities, and areas for improvement through the Comprehensive Local Needs Assessment (CLNA) to establish priorities for continuous program improvement.*
- *Evaluate existing curricula, course sequences, and instructional practices to identify opportunities for alignment with postsecondary coursework, dual enrollment, college credits, and Industry-Recognized Credentials.*
- *Identify appropriate strategies for leveraging Carl D. Perkins Career and Technical Education funding to support program quality, industry alignment, credential attainment, and equitable access to high-quality CTE opportunities.*
- *Collaborate with colleagues and postsecondary and industry partners to develop actionable strategies that expand college credit opportunities, credential attainment, and career-connected learning experiences for students.*
- *Establish measurable program improvement goals and identify evidence of progress, including college credits earned, industry-recognized credentials attained, student participation, and alignment with workforce needs.*
- *Develop actionable next steps for implementing and monitoring CTE program improvements that build upon existing assets, address identified needs, and strengthen students' college and career readiness.*

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General Classroom & ELA Teachers & Academic Interventionists, K-5

Session Title:

The Science of Learning: The Power of Practice

Audience:

General Classroom & ELA Teachers, and Academic Interventionists, K-5

Facilitator(s):

Dan Raucci, EISTs, and Building Leaders

Locations:

- *Bielefield, Farm Hill, Snow, and Wesley staff: Snow School Auditorium*
- *Lawrence, Macdonough, Moody, and Spencer staff: Macdonough School (@Keigwin) Auditorium*

Description:

In the session, Science of Learning: The Power of Practice, we focus on enhancing instruction by integrating evidence-based practices rooted in brain science. We will explore the connection between memory and student practice and plan instructional routines for using effective student practice methods.

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K-12 Multilingual Learners

Session Title:

LAS Links preparation, review, student conferences and GT plans for LAS Links 2027. Organization and details for ML Family Resource Fair.

Audience:

K-12 Multilingual Learners

Facilitator(s):

Patty Gantenbein

Locations:

MHS, LMC 2

Description:

Teachers will…

- *review LAS links administration details, organize pre-testing conferences with students and set GT goals*
- *identify dually identified students and plan for administration*
- *plan and organize roles and duties for Nov 12th ML Resource Fair to provide support for ML parents and families*

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K-12 Physical Education/Health

Session Title:

Cadre of Physical Education Trainers Election Day Physical Education & Health Education Professional Development

Audience:

K-12 PE/Health Teachers

Facilitator(s):

Locations:

Hamden High School

Description:

Educators will be able to collaborate with colleagues from across the state in both PE and Health with a specific focus on strategies and plans being used to improve fitness. This is our one opportunity throughout the year for our entire department to meet with educators in our discipline across the state on key instructional strategies to improve the quality of instruction for our students PreK-12 in both PE and Health in Middletown.

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PreK and KPA Certified Staff

Session Title:

The Power of Language

Audience:

PreK and KPA Certified Staff

Facilitator(s):

Angela Caputo

Location:

Bielefield School, Library Media Center

Description:

Educators will explore strategies to strengthen children's language and vocabulary development through shared learning and collaborative activities. Participants will plan classroom applications and connect their learning to CT ELDS standards or CT DOTS progressions.

******Participants should bring their 1:1 device, a read-aloud book from their classroom library containing at least 50 words, and copies of the CT DOTS progressions and CT ELDS standards.***

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K-5 Special Education Teachers

Session Title:
SPIRE Training
Audience:
Elementary Special Education Staff
Facilitator(s):
SPIRE Trainers
Location:
Moody School Library
Description:
Teachers will develop the knowledge and instructional skills necessary to implement SPIRE, a structured literacy program, with fidelity to support students who experience difficulty with reading. Professional development will focus on understanding the characteristics of struggling readers, the research and pedagogy underlying SPIRE, and its alignment with the components of a structured literacy approach.

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6-12 Special Education Teachers

Session Title:
SPIRE Training
Audience:
Secondary Special Education Staff
Facilitator(s):
SPIRE Trainers
Location:
MHS Library Media Center
Description:
Teachers will develop the knowledge and instructional skills necessary to implement SPIRE, a structured literacy program, with fidelity to support students who experience difficulty with reading. Professional development will focus on understanding the characteristics of struggling readers, the research and pedagogy underlying SPIRE, and its alignment with the components of a structured literacy approach.

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K-12 ICM Teachers, Speech & Language Pathologists, and Occupational Therapists

Session Title:

Understanding Complex Behaviors and their Functions

Audience: ICM Teacher, SLPs, OTs

K-12 ICM Teachers, Speech & Language Pathologists, and Occupational Therapists

Facilitator(s): Cara Capelli-Davey (CCSN)

Cara Capelli-Davey (CCSN)

Location: Farm Hill Library

Farm Hill Library

Description: ICM and service providers will learn and dive deeper into understanding complex behaviors and their functions.

ICM and service providers will learn and dive deeper into understanding complex behaviors and its function.

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K-5 RISE Tier 3 Social Workers

Session Title:
In the Zone: Connecting Regulation, Intervention & Data
Audience:
K-5 RISE Tier 3 Social Workers
Facilitator(s):
Sherie Chapman, LCSW, RISE Tier 3 Coordinator
Location:
Snow Elementary School, Tier 3 Intervention Classroom
Description:
Participants will continue their Zones of Regulation training and explore how to integrate regulation strategies into individualized Tier 3 interventions. The session will also focus on Direct Behavior Rating (DBR), consistent data collection practices, and using student progress data to inform intervention planning and monitor outcomes.

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Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Wesley, Bielefield, Snow, Spencer, and Farm Hill

Session 1
Session Title:
Behavior Support Essentials: Ready to Support Training
Audience:
Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Wesley, Bielefield, Snow, Spencer, and Farm Hill
Facilitator(s):
Candace O'Sullivan- Behavioral Health Advocacy & Support LLC
Location:
Spencer Cafeteria
Description:
Practical foundational behavioral training for paraprofessionals supporting students with behavioral needs across grade levels. BAS provides common knowledge and strategies so district teams can concentrate follow-up training on individual students, behavior intervention plans, and local procedures.

Session 2
Session Title:
Functions of Behavior
Audience:
Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Wesley, Bielefield, Snow, Spencer, and Farm Hill
Facilitator(s):

Seth Phostole and Lynn Durham

Location:

Spencer Cafeteria

Description:

Staff will be able to understand the basic functions of behavior and their roles in supporting students.

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Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Moody, Lawrence, Macdonough, MHS, and Beman

Session 1
Session Title:
Functions of Behavior
Audience:
Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Moody, Lawrence, Macdonough, MHS, and Beman
Facilitator(s):
Seth Phostole and Lynn Durham
Location:
Lawrence Library
Description:
Staff will be able to understand the basic functions of behavior and their roles in supporting students.

Session 2
Session Title:
Behavior Support Essentials: Ready to Support Training
Audience:
Resource & ICM Paraeducators, Instructional Aides, RBTs, and BTs from Moody, Lawrence, Macdonough, MHS, and Beman
Facilitator(s):
Candace O'Sullivan- Behavioral Health Advocacy & Support LLC

Location:

Lawrence Library

Description:

Practical foundational behavioral training for paraprofessionals supporting students with behavioral needs across grade levels. BAS provides common knowledge and strategies so district teams can concentrate follow-up training on individual students, behavior intervention plans, and local procedures.

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K-12 Social Workers, School Psychologists, School Counselors, BCBAs, and Legacy Staff

Session Title:
Attendance Strategies and Self Care
Audience:
K-12 Social Workers, School Psychologists, School Counselors, BCBAs, and Legacy Staff
Facilitator(s):
Dr. Mahri Wrightington
Location:
MHS Cafeteria
Description:
Part 1: When Students Won't Come to School: Building Effective Tier 3 Attendance Plans Explore strategies for identifying attendance barriers and developing individualized Tier 3 plans to support students with significant attendance challenges. *Part 2: Redefining Self-Care: A Deeper Approach to Preventing Burnout and Boosting Emotional Wellness Examine ways to prevent burnout, strengthen emotional wellness, and build sustainable self-care practices.*

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Election Day Professional Learning

November 10, 2026

Middletown Public Schools
Cultivating the Brilliance in Each Student

Professional Learning in Service of District Improvement

ELEMENTARY

The Science of Learning: The Power of Practice

- Examined how practice supports retention, fluency and transfer
- Analyzed existing literacy materials and instructional routines
- Collaborated by grade level to plan purposeful adjustments

Strengthening **HOW** students learn



SECONDARY

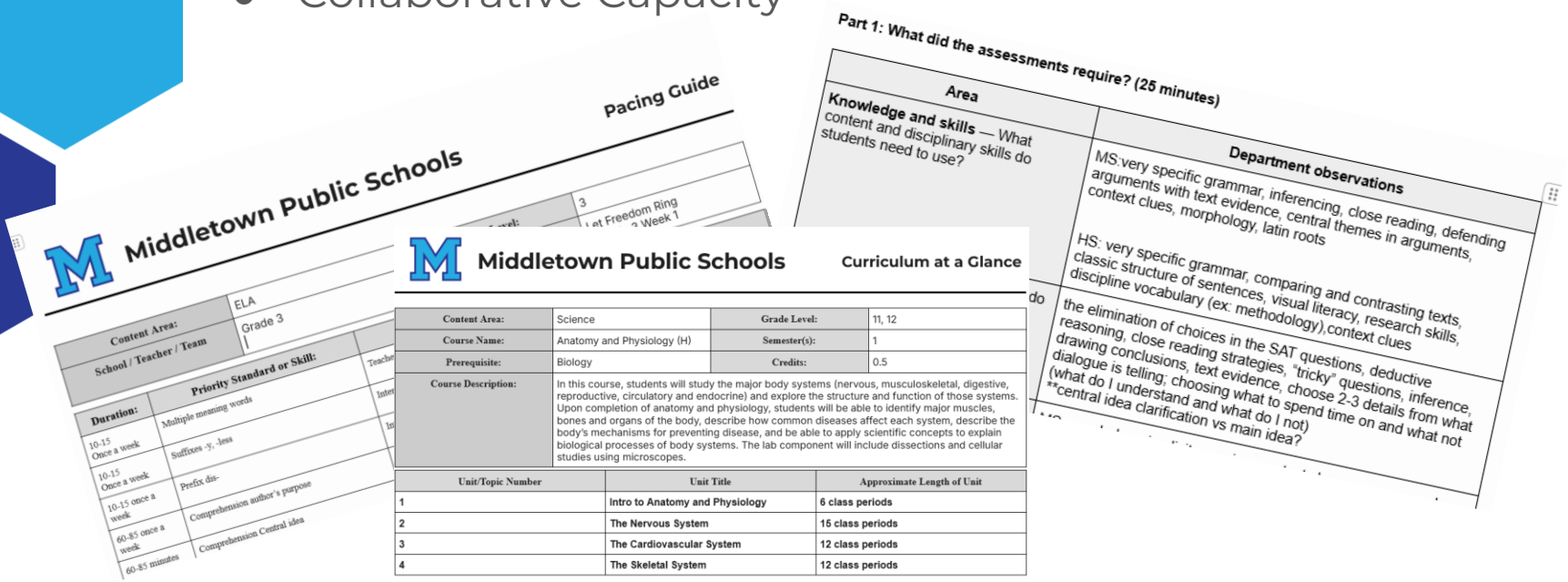
A Backwards Design Mindset

- Experienced assessments from the student perspective
- Reviewed assessment expectations and curriculum alignment
- Used share MPS templates to develop course overviews and improve unit plans

Strengthening **WHAT** students learn

Moving the Work Forward

- Shared Instructional Understanding
- Coherent Curriculum and Practices
- Collaborative Capacity



Middletown Public Schools

Pacing Guide

Content Area:	ELA
School / Teacher / Team	Grade 3

Duration:	Priority Standard or Skill:
10-15 Once a week	Multiple meaning words
10-15 Once a week	Suffixes -y, -less
10-15 once a week	Prefix dis-
60-85 once a week	Comprehension author's purpose
60-85 minutes	Comprehension Central idea

Middletown Public Schools — Curriculum at a Glance

Content Area:	Science	Grade Level:	11, 12
Course Name:	Anatomy and Physiology (H)	Semester(s):	1
Prerequisite:	Biology	Credits:	0.5
Course Description:	In this course, students will study the major body systems (nervous, musculoskeletal, digestive, reproductive, circulatory and endocrine) and explore the structure and function of those systems. Upon completion of anatomy and physiology, students will be able to identify major muscles, bones and organs of the body, describe how common diseases affect each system, describe the body's mechanisms for preventing disease, and be able to apply scientific concepts to explain biological processes of body systems. The lab component will include dissections and cellular studies using microscopes.		

Unit/Topic Number	Unit Title	Approximate Length of Unit
1	Intro to Anatomy and Physiology	6 class periods
2	The Nervous System	15 class periods
3	The Cardiovascular System	12 class periods
4	The Skeletal System	12 class periods

Part 1: What did the assessments require? (25 minutes)

Area	Department observations
Knowledge and skills — What content and disciplinary skills do students need to use?	MS:very specific grammar, inferencing, close reading, defending arguments with text evidence, central themes in arguments, context clues, morphology, latin roots HS: very specific grammar, comparing and contrasting texts, classic structure of sentences, visual literacy, research skills, discipline vocabulary (ex: methodology),context clues
do	the elimination of choices in the SAT questions, deductive reasoning, close reading strategies, "tricky" questions, inference, drawing conclusions, text evidence, choose 2-3 details from what dialogue is telling; choosing what to spend time on and what not (what do I understand and what do I not) **central idea clarification vs main idea?

Appendix #3
New Course and Programming Proposal

Middletown High School
Career and Technical Education
Game Development & Artificial Intelligence
2026-27

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CURRICULUM AND PROGRAMMING COODINATORS 6
- **Samuel Faulkenberry** 6
- **David Reynolds** 6

OVERVIEW

The Game Development & Artificial Intelligence course essential learning framework will include foundational instruction in computer engineering, video game development, and AI technology.

Students will work with professional game development tools and explore AI as a practical tool for learning, creativity, problem-solving, and responsible personal and professional use.

Essential skills developed will include computational and algorithmic thinking, programming skills, and the ability to use computers to solve representative problems in engineering.

The Game Development & Artificial Intelligence course will provide students the opportunity to engage in three foundational elements:

- Dual concurrent enrollment to offer high school and college credit
- Co-curricular programming to expand and apply learning through hands-on, practical application beyond the classroom
- Industry Recognized Credentials to assist with bridging the gap between education and real-world employment

Dual Concurrent Enrollment

The Game Development & Artificial Intelligence course will seek to align with one of the following UConn Early College Experience courses.

Computer Science and Engineering
CSE 1010: Introduction to Computing for Engineers

- Credits: 3. Semester: Fall, Spring, or Full-year
- Description: Introduction to computing logic, algorithmic thinking, computing processes, and programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.
- Student Eligibility: Instructor consent is required.

Digital Media and Design
DMD 2500: Introduction to Game Design

- Credits: 3. Semester: Fall, Spring, or Full-year
- Description: Introduction to the principles of game design and development. History of the industry, story, and game mechanics.
- Student Eligibility: Students must have the ability to access a professional game development tool such as Unity, Unreal, Godot, or Construct3. Students must possess digital literacy skills and can understand to set up a project and organize documents.

Engineering
ENGR 1195: Special Topics in Engineering: AI Literacy (AI for All)

- Credits: 2. Semester: Fall or Spring
- Description: Introduction to generative AI as a practical tool for learning, creativity, and problem-solving in academic and professional contexts. Students work hands-on with modern AI systems,

developing skills in prompt engineering, critical evaluation of AI outputs, and maintaining human judgment in AI-assisted workflows. The course focuses on accessibility and personalization to help students build AI workflows that support their learning and personal development through interactive labs, case studies, and reflection. Encourages sustainable AI use habits and covers ethical considerations including privacy, bias, transparency, and truthfulness in AI use. Emphasizes responsible AI use for personal growth and societal benefit.

- Student Eligibility: Successful completion of two years of high school STEM and Humanities coursework is recommended.

Co-curricular Programming

The Game Development & Artificial Intelligence course will provide students the opportunity to engage in an active and expanding community officially recognized as a student activity through the Connecticut Association of Schools.

Esports Team

Structured, competitive playing of multiplayer video games by student teams within an educational setting.

Connecticut High School Programs

- Brien Mcmahon HS, Conard HS, Immaculate HS, James Hillhouse HS, Mark T. Sheehan HS, Naugatuck HS, Sacred Heart HS, Staples HS, The Gilbert School, Weston HS, Windsor HS, Woodstock Academy, Xavier HS

Connecticut Collegiate Programs

- Albertus Magnus College, Central Connecticut State University, Post University, Quinnipiac University, Sacred Heart University, University of Bridgeport, University of Connecticut, University of Hartford

Industry Recognized Credentials

Verified certification of a student's real-world skill proficiency and career readiness in Career and Technical Education (CTE) pathways

Connecticut State Department of Education

Digital Technology

- Computer Programming, Computer Systems

Arts, Entertainment and Design

- 3D Animation, Game Development Fundamentals, Game Design Fundamentals

RATIONALE

The Game Development & Artificial Intelligence course will provide students with a multi-faceted, interdisciplinary program integrating computer engineering, video game development, and artificial intelligence.

Students will gain access to industry-relevant technologies and tools while developing transferable skills in problem-solving, creativity, collaboration, communication, and technological literacy.

The course will connect classroom learning to postsecondary education, career pathways, and scholarship opportunities in rapidly evolving technology fields.

Interdisciplinary Learning

Language Arts

Students will apply communication, storytelling, and critical analysis skills throughout the game-development process.

- Communication, storytelling, scriptwriting, technical writing, presentation, media literacy

Mathematics

Students will use mathematical reasoning to design, program, balance, and evaluate interactive game systems.

- Geometry, algebra, ratios & proportions, logic & problem-solving, financial mathematics

Science

Students will apply scientific reasoning, modeling, experimentation, and data analysis throughout the game-development process.

- Physics & motion, computer science, scientific modeling, data analysis, applied science

Technological Literacy

Students will develop practical technological literacy by using emerging digital tools, including artificial intelligence, to solve problems, create, communicate, and work responsibly in academic and professional contexts.

- Artificial Intelligence, emerging technology, responsible technology use, career readiness

Pathways and Careers

Students will explore postsecondary education and career pathways connecting learned technical, creative, and interdisciplinary skills to real-world technology and media applications.

- Software development, cybersecurity, artificial Intelligence, physical computing, game & Interactive media, X + CS

Scholarships

Students will gain access to potential college scholarship opportunities through participation in esports and related technology-focused co-curricular programs.

- College Esports, competitive experience, postsecondary connections, student portfolio

COURSE INFORMATION

Career and Technical Education
Game Development & Artificial Intelligence
Semester: Full year
Grades: 9-12
MHS Credits: 1.0
UConn ECE Credits: 2-3

EVALUATION

The implementation of the course will be evaluated through student performance, credential attainment, postsecondary connections, and program growth.

Assessment data will be reviewed annually to measure student learning, the effectiveness of the course's foundational elements, and overall program impact across a three-year implementation period.

Foundational Elements

- Dual Concurrent Enrollment: Track enrollment, course completion, college credit earned, and student achievement.
- Co-Curricular Programming: Track participation, competition, student engagement, and practical application of course curriculum.
- Industry-Recognized Credentials: Track credential participation, attainment, and alignment with Career and Technical Education career pathways.

Three-Year Program Growth Plan

Program effectiveness will be reviewed annually and cumulatively over three years to identify strengths, measure growth, and guide program improvement.

- Enrollment, retention, credential attainment, dual concurrent enrollment, co-curricular participation, student feedback, and postsecondary/career outcomes
- Projected enrollment (2027-28 school year)
  40 students (two sections)
  20 dual concurrent enrollments
  20 industry recognized credentials

COST

Year 1-3

The Game Development & Artificial Intelligence course will not initially require additional funding.

The Middletown High School Engineering lab has functional computers.

Most software and applications can be assessed through free education accounts.

Careers and National Employment Growth Projections

Pathways

Artificial Intelligence & Data
Computer and Information Research Scientist
Creative and Digital Media
Cross-Disciplinary / X + CS (Computer Science)
Engineering & Physical Computing
Game and Interactive Media
Information Security Analyst and Cybersecurity
Software Developers, Quality Assurance Analysts, and Testers

Related Articles

Connecticut Career Pathways Commission
Entertainment Software Association
NSF invites K-12 Students Design Video Games and Compete for Game Maker Awards
The Future of Jobs Report 2025

The Game Development & Artificial Intelligence course will offer students a highly engaging learning experience through which students can develop transferable skills in programming, computational thinking, mathematics, storytelling, design, problem-solving, and artificial intelligence as an emerging technology.

CURRICULUM AND PROGRAMMING COODINATORS

Samuel Faulkenberry
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Robotics Team Advisor
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David Reynolds
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DECA Advisor
Director of Night School
reynoldsd@mpsct.org

Connecticut Blue-Ribbon Commission

K–12 EDUCATION FUNDING AND ACCOUNTABILITY

November 2026

TODAY'S OBJECTIVES

- Provide Commission updates and discuss feedback on discussions to date

AGENDA

1	Welcome
2	Commission Overview and Emerging Policy Ideas
5	Q&A

Recap | The Commission's Focus

From the outset, we've organized the Commission's work around two central questions:

How much?

How much funding flows to school districts and how that total is determined.

How well?

How well that funding is used to enable student learning.

Commission | Overarching Framework

From the outset, we've organized the Commission's work around two central questions:

How much?

How much funding flows to school districts and how that total is determined.

How well?

How well that funding is used to enable student learning.

Operational Efficiency

The cost-effectiveness of how districts and the state organize and deliver services.

Service Efficacy

How effectively resources translate into strong outcomes for every student.

Recap | Blue Ribbon Commission

✓Summer Introductory Calls

- Met with 20 Commission members and gathered common topics, potential resources and stakeholders, informational requests, and logistical concerns

✓Session #1: Thurs. 6/4, 10:00 am-1:00 pm

- Confirmed the Commission's charge and scope
- Gained a preliminary understanding of CT's current funding system, including an overview of Education Cost Sharing (ECS)
- Raised potential issue areas, learning methods, and guiding principles
- Shared hopes for the future of the Commission's work together

✓Session #2: Thurs. 6/25, 10:00 am-12:00 pm

- Knowledge-building session on special education in CT, including funding mechanisms and cost drivers
- Discussed pertinent issues and key takeaways about special education for further exploration in working sessions
- Brainstormed ways to encourage public participation and provided ideas for continued stakeholder engagement

✓Session #3: Thurs. 7/16, 10:00 am-1:00 pm

- Knowledge-building session on state of student learning in CT and CT's accountability system
- Discussed key issues and takeaways about accountability

✓Session #4: Thurs. 7/30, 10:00 am-1:00 pm

- Discussed preliminary themes from public engagement
- Knowledge-building session on choice system in Connecticut
- Affirmed guiding principles

✓ Session #5: Thurs. 8/20, 10:00 am-1:00 pm

- Built an understanding of national approaches to state funding and accountability
- Discussed takeaways, emerging challenges, and potential solutions

✓ Session #6: Thurs. 9/17, 10:00 am - 1:00 pm

- Explored the impact of different scenarios of ECS changes and the extent to which sample scenarios align with the guiding principles; Identified scenarios for potential consideration
- Discussed takeaways, emerging challenges, and potential solutions

Recap | Blue Ribbon Commission

✓ Session #7: Thurs. 10/29 9:00 am - 12:00 pm

- Reviewed and discuss policy ideas; planned for additional stakeholder engagement
- Recapped decision making process

Commission | High-Level Scope

Preliminary overview of Commission process and scope organized across five key phases.

Landscape Review

Deepen understanding of K-12 funding and accountability in Connecticut and in other relevant systems across the country; Review statewide data

Priority Setting

Drawing from learning in previous stage, define the key analytical questions the Commission must answer

Recommendation Development

Deliberate on key decision points

Refinement and Presentation

Finalize and submit recommendations to the Governor and General Assembly

Stakeholder and Expert Engagement

Integrate expert and stakeholder perspectives throughout the process

Commission | Guiding Principles in Practice

The Commission commits to delivering a set of **actionable** recommendations that contribute to a K-12 funding and accountability system characterized by the following principles.

1. **Adequate:** Provides the level of resources necessary to serve all students

2. **Coherent:** Ensures activities and resources are aligned to state strategy

3. **Equitable:** Directs resources and support in a way that is responsive to differences in student need and local wealth disparities

4. **Flexible & Effective:** Sufficiently adaptable to evolving student needs and effective in deploying resources to support student outcomes

5. **Predictable & Sustainable:** Supports stable, reliable operations and multi-year strategic planning

6. **Transparent & Participatory:** Clear, easily understood, and trusted by communities served

Policy Ideas | Four Core Buckets

The following policy ideas are currently under consideration by the Commission.

1

Update and fully implement the Education Cost Sharing (ECS) formula

to increase predictability and better target state funding to where it is needed most given rising costs and evolving student needs.

2

Restructure special education funding

to respond to rising costs, increase predictability, and to better meet the needs of students and districts.

3

Leverage, support, and invest in Regional Education Service Centers (RESCs)

to promote regional and inter-district collaboration, deliver services efficiently (including special education services) and advance key state priorities.

4

Build on and evolve the state's accountability mechanisms

to scale improvement for all subgroups.

Policy Ideas | 1 Update and Fully Implement the ECS Formula

OVERARCHING POLICY IDEA

Update and fully implement the Education Cost Sharing (ECS) formula to increase predictability and better target state funding to where it is needed most given rising costs and evolving student needs.

FOUR WAYS TO UPDATE THE ECS FORMULA

A

Increase Foundation Amount

Increase the ECS foundation amount and index to inflation to maintain purchasing power over time.

B

Phase Out Hold Harmless

Phase out hold harmless as planned and reinvest dollars to return the formula to its intended principles.

C

Enrollment Protection

Introduce an enrollment protection mechanism that reduces district funding instability.

D

Update Formula Weights

Update and/or add weights in the ECS formula to better target dollars directly to student needs.

Policy Ideas | 2 Restructure Special Education Funding

OVERARCHING POLICY IDEA

Restructure special education funding to respond to rising costs, increase predictability, and to better meet the needs of students and districts.

THREE WAYS TO EVOLVE ACCOUNTABILITY

A **Re-calibrate high cost threshold to stabilize funding and reallocate funding to high incidence low cost services.**

B **Expand eligible uses of categorical special education grants.**

C **Set and differentiate reimbursement rates for public versus non-public out-of-district placements to incentivize use of regional structures.**

Policy Ideas | 3 Strengthened State Supports, Clear Accountability for RESCs

OVERARCHING POLICY IDEA

Leverage, support, invest in, and hold accountable Regional Education Service Centers (RESCs) to promote regional and inter-district collaboration, deliver services efficiently (including special education services), and advance key state priorities.

FIVE WAYS TO STRENGTHEN RESCs

A **Create a state reimbursement structure** for state-approved high priority services alongside the existing funding structure, with public reporting on outcomes.

B **Reduce restrictions on categorical special education grants** to allow districts to partner with RESCs to build in-district capacity for shared services.

C **Staff RESCs with regional fiscal advisors** that can act as a resource to districts on finance-related matters.

D **Increase state-RESC collaboration** by designating formal liaisons and requiring joint strategic planning.

E **Incentivize districts to participate in RESC councils** on regional collaboration, fiscal efficiency, and inter-district resource-sharing.

ALT **Establish two-year planning period** with dedicated grant funding to allow districts, RESCs, and the state to:

- Identify opportunities for reimbursable, RESC-supported shared services
- Develop the infrastructure necessary to effectuate such a structure, including funding streams

Policy Ideas | 4 Evolve Accountability Mechanisms to Ensure Service Efficacy

OVERARCHING POLICY IDEA

Further develop the state's formal and informal accountability mechanisms to support statewide systematic improvement for all subgroups.

THREE WAYS TO EVOLVE ACCOUNTABILITY

A Statewide signals of shared strategy and service delivery expectations

Bolster the state education agency's capacity to scale evidence-based improvement strategies and practices aligned with state goals

B Direct support to districts flagged for improvement via Opportunity Network

Create a single opportunity network for all districts flagged for improvement

C Support delivered through regional and statewide entities

Leverage, support, and invest in Regional Education Service Centers (RESCs) to promote regional and inter-district collaboration, deliver services efficiently (including special education services) and advance key state priorities

Commission | Feedback Questions

1. What **questions** do you have about these policy ideas?
2. What are your **initial reactions**, positive or negative?
3. Which ideas would you want the Commission to **prioritize**? Why?
4. What would make these ideas **work well** in practice? What could **get in the way**?
5. What would you change to make any of these **stronger**?
6. What's **not on this list** that you think should be?

Commission | **Stay Engaged**

5 Minute Survey

Know someone who should weigh in?

Public Survey launches later this month.

Commission Meetings

Please visit the CT Commission website for upcoming dates and registration information:

https://tinyurl.com/CTschoolfundingcommission

Upcoming Full Commission Dates (open to the public)

November 12

December 3

December 17

Appendix #3
New Course and Programming Proposal

Middletown High School
Career and Technical Education
Game Development & Artificial Intelligence
2026-27

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OVERVIEW

The Game Development & Artificial Intelligence course essential learning framework will include foundational instruction in computer engineering, video game development, and AI technology.

Students will work with professional game development tools and explore AI as a practical tool for learning, creativity, problem-solving, and responsible personal and professional use.

Essential skills developed will include computational and algorithmic thinking, programming skills, and the ability to use computers to solve representative problems in engineering.

The Game Development & Artificial Intelligence course will provide students the opportunity to engage in three foundational elements:

- Dual concurrent enrollment to offer high school and college credit
- Co-curricular programming to expand and apply learning through hands-on, practical application beyond the classroom
- Industry Recognized Credentials to assist with bridging the gap between education and real-world employment

Dual Concurrent Enrollment

The Game Development & Artificial Intelligence course will seek to align with one of the following UConn Early College Experience courses.

Computer Science and Engineering
CSE 1010: Introduction to Computing for Engineers

- Credits: 3. Semester: Fall, Spring, or Full-year
- Description: Introduction to computing logic, algorithmic thinking, computing processes, and programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.
- Student Eligibility: Instructor consent is required.

Digital Media and Design
DMD 2500: Introduction to Game Design

- Credits: 3. Semester: Fall, Spring, or Full-year
- Description: Introduction to the principles of game design and development. History of the industry, story, and game mechanics.
- Student Eligibility: Students must have the ability to access a professional game development tool such as Unity, Unreal, Godot, or Construct3. Students must possess digital literacy skills and can understand to set up a project and organize documents.

Engineering
ENGR 1195: Special Topics in Engineering: AI Literacy (AI for All)

- Credits: 2. Semester: Fall or Spring
- Description: Introduction to generative AI as a practical tool for learning, creativity, and problem-solving in academic and professional contexts. Students work hands-on with modern AI systems,

developing skills in prompt engineering, critical evaluation of AI outputs, and maintaining human judgment in AI-assisted workflows. The course focuses on accessibility and personalization to help students build AI workflows that support their learning and personal development through interactive labs, case studies, and reflection. Encourages sustainable AI use habits and covers ethical considerations including privacy, bias, transparency, and truthfulness in AI use. Emphasizes responsible AI use for personal growth and societal benefit.

- Student Eligibility: Successful completion of two years of high school STEM and Humanities coursework is recommended.

Co-curricular Programming

The Game Development & Artificial Intelligence course will provide students the opportunity to engage in an active and expanding community officially recognized as a student activity through the Connecticut Association of Schools.

Esports Team

Structured, competitive playing of multiplayer video games by student teams within an educational setting.

Connecticut High School Programs

- Brien Mcmahon HS, Conard HS, Immaculate HS, James Hillhouse HS, Mark T. Sheehan HS, Naugatuck HS, Sacred Heart HS, Staples HS, The Gilbert School, Weston HS, Windsor HS, Woodstock Academy, Xavier HS

Connecticut Collegiate Programs

- Albertus Magnus College, Central Connecticut State University, Post University, Quinnipiac University, Sacred Heart University, University of Bridgeport, University of Connecticut, University of Hartford

Industry Recognized Credentials

Verified certification of a student's real-world skill proficiency and career readiness in Career and Technical Education (CTE) pathways

Connecticut State Department of Education

Digital Technology

- Computer Programming, Computer Systems

Arts, Entertainment and Design

- 3D Animation, Game Development Fundamentals, Game Design Fundamentals

RATIONALE

The Game Development & Artificial Intelligence course will provide students with a multi-faceted, interdisciplinary program integrating computer engineering, video game development, and artificial intelligence.

Students will gain access to industry-relevant technologies and tools while developing transferable skills in problem-solving, creativity, collaboration, communication, and technological literacy.

The course will connect classroom learning to postsecondary education, career pathways, and scholarship opportunities in rapidly evolving technology fields.

Interdisciplinary Learning

Language Arts

Students will apply communication, storytelling, and critical analysis skills throughout the game-development process.

- Communication, storytelling, scriptwriting, technical writing, presentation, media literacy

Mathematics

Students will use mathematical reasoning to design, program, balance, and evaluate interactive game systems.

- Geometry, algebra, ratios & proportions, logic & problem-solving, financial mathematics

Science

Students will apply scientific reasoning, modeling, experimentation, and data analysis throughout the game-development process.

- Physics & motion, computer science, scientific modeling, data analysis, applied science

Technological Literacy

Students will develop practical technological literacy by using emerging digital tools, including artificial intelligence, to solve problems, create, communicate, and work responsibly in academic and professional contexts.

- Artificial Intelligence, emerging technology, responsible technology use, career readiness

Pathways and Careers

Students will explore postsecondary education and career pathways connecting learned technical, creative, and interdisciplinary skills to real-world technology and media applications.

- Software development, cybersecurity, artificial Intelligence, physical computing, game & Interactive media, X + CS

Scholarships

Students will gain access to potential college scholarship opportunities through participation in esports and related technology-focused co-curricular programs.

- College Esports, competitive experience, postsecondary connections, student portfolio

COURSE INFORMATION

Career and Technical Education
Game Development & Artificial Intelligence
Semester: Full year
Grades: 9-12
MHS Credits: 1.0
UConn ECE Credits: 2-3

EVALUATION

The implementation of the course will be evaluated through student performance, credential attainment, postsecondary connections, and program growth.

Assessment data will be reviewed annually to measure student learning, the effectiveness of the course's foundational elements, and overall program impact across a three-year implementation period.

Foundational Elements

- Dual Concurrent Enrollment: Track enrollment, course completion, college credit earned, and student achievement.
- Co-Curricular Programming: Track participation, competition, student engagement, and practical application of course curriculum.
- Industry-Recognized Credentials: Track credential participation, attainment, and alignment with Career and Technical Education career pathways.

Three-Year Program Growth Plan

Program effectiveness will be reviewed annually and cumulatively over three years to identify strengths, measure growth, and guide program improvement.

- Enrollment, retention, credential attainment, dual concurrent enrollment, co-curricular participation, student feedback, and postsecondary/career outcomes
- Projected enrollment (2027-28 school year)
  40 students (two sections)
  20 dual concurrent enrollments
  20 industry recognized credentials

COST

Year 1-3

The Game Development & Artificial Intelligence course will not initially require additional funding.

The Middletown High School Engineering lab has functional computers.

Most software and applications can be assessed through free education accounts.

Careers and National Employment Growth Projections

Pathways

Artificial Intelligence & Data
Computer and Information Research Scientist
Creative and Digital Media
Cross-Disciplinary / X + CS (Computer Science)
Engineering & Physical Computing
Game and Interactive Media
Information Security Analyst and Cybersecurity
Software Developers, Quality Assurance Analysts, and Testers

Related Articles

Connecticut Career Pathways Commission
Entertainment Software Association
NSF invites K-12 Students Design Video Games and Compete for Game Maker Awards
The Future of Jobs Report 2025

The Game Development & Artificial Intelligence course will offer students a highly engaging learning experience through which students can develop transferable skills in programming, computational thinking, mathematics, storytelling, design, problem-solving, and artificial intelligence as an emerging technology.

CURRICULUM AND PROGRAMMING COODINATORS

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SHIPMAN

TO: Dr. Joseph Macary, Superintendent, Middletown Public Schools
Policy Committee Members, Middletown Board of Education
Board Members, Middletown Board of Education

FROM: Dori Pagé Antonetti. Shipman & Goodwin, LLP

RE: Policy Manual Revision - Model Policy Project

DATE: October 2, 2026; Updated October 31, 2026

We write in response to your request for a legal opinion concerning the conversion by the Middletown Board of Education ("Board") to the Shipman & Goodwin Model Policy system ("Model Policies"). Specifically, you have asked us to provide you with our legal opinion concerning the use of policies to direct the operation of a school district and how the Board can transition to the Model Policies as its policy system. We provide the summary and analysis below for the Board and the Policy Committee's consideration and are happy to answer any additional questions you may have.

Policy Systems

I. Board Policies - Legal Standards

Boards of education are charged with the responsibility for adopting policies, which serve as "legislation" to regulate the affairs of the school district. The circumstances of an individual school district will determine how important a particular policy will be for that district; some policies are required by law, while others are highly advisable. In any event, it is important that boards of education regularly review their policies to ensure that they meet current legal requirements and that they are serving the best interests of the school district.

Aside from statutory requirements, boards of education are well-advised to develop policies to guide school officials in the daily operation of the school district. A board of education has a duty to be consistent in dealing with people. To do otherwise would subject the board to constitutional claims because people have the right to equal protection of the laws from governmental agencies, such as boards of education. For example, some districts permit students who move out of district during a school year to complete the semester or year in the district without paying tuition. A written policy can be invaluable in such situations to guide administrators and to inform parents as to the rules applicable in such a situation. Many boards of education also adopt policies that set expectations for staff members, such as acceptable use policies and codes of conduct. While not required by statute, such policies serve the important purpose of establishing expectations, putting staff members on notice of applicable rules, and guiding school officials in the consistent and equal treatment of personnel.

At the same time, policies must have some flexibility. It is impossible to predict with certainty every situation that may arise. Accordingly, boards of education should include in their bylaws provision for waiving policy provisions in particular situations. It makes sense that any decision to waive policies be made by special voting rules (e.g., a majority of the membership), given the significance of the action. However, that decision itself is a matter of policy for the board.

Finally, board members and school officials should be aware that adopting policies can raise liability concerns. Specifically, in adopting a policy, the board of education defines the standard for reasonable conduct. If a board of education adopts a policy and its agents act contrary to it, such action likely will be considered *per se* unreasonable, with the result that school officials may be liable for negligence or even violation of constitutional rights. If, for example, the youth suicide prevention policy provides that parents will be notified whenever the student assistance team convenes to consider a report of suicidal ideation, the policy has defined what action is reasonable under the circumstances. A failure to follow the policy will thus be considered unreasonable, increasing the likelihood that liability will be found if a person is injured. *See Girard v. Town of Putnam*, 2011 WL 783599 (Conn. Super. 2011) (guidance counselor had a ministerial duty to report suicidal ideation and thus could be liable for negligence for not reporting).

For all of these reasons, boards of education generally should be careful about adopting non-mandatory policies that might be difficult to administer and enforce given the risk that acting contrary to board policy could lead to a finding of *per se* negligence with respect to the matter addressed by the policy. Similarly, for mandatory policies, boards should be wary of imposing requirements that go above and beyond the requirements of law because the adopted higher standard may be difficult to meet. Generally, it is far better to do more than is set out in a policy than to do less, and policies should not express aspirations and hopes.

We have structured the Model Policies in such a way as to provide only mandatory policies (under federal or state law) and policies that, while not required by law, serve as a best practice for Connecticut school districts. We construct the Model Policies as simple policy statements, including only the information legally required and/or highly advisable, taking into account guidance from federal and state agencies and our extensive experience working with public school districts. The Board is free to build upon the Model Policies, either within an existing policy or through a separate policy on a different topic, in order to customize the policy manual to suit the Board's individual needs. We do not provide several options for each policy, but instead provide a base policy upon which clients can build to accommodate district-specific information.

II. Policies v. Administrative Regulations

Questions often arise about the difference between policies and administrative regulations. A recurring difficulty is how to distinguish between policy judgments, properly the responsibility of the board of education, and administrative decisions necessary to implement each policy.

Section 10-157 of the Connecticut General Statutes provides that the superintendent is the "chief executive officer" of the board of education, and the daily operation of the school district should be the superintendent's responsibility. The day-to-day operation of a school district requires prompt responses to situations as they arise. Boards of education are advised to draw a distinction between policy -- the broad, over-arching concepts that guide a school district -- and administrative, daily operational matters. The board of education is responsible for regulating the affairs of the school district by adopting policy, and the superintendent is responsible for implementing those policies in the superintendent's role as chief executive officer of the board of education.

One common approach is to have the board of education manage the broad issues of responsibility through policies, and to have the superintendent and staff adopt administrative regulations, where appropriate, to implement those policies. This approach distinguishes policy from operational issues and provides the district with needed flexibility. By utilizing administrative regulations for operational issues, school districts can avoid troublesome delays in responding to changed circumstances, as most board bylaws do not require a board vote to adopt administrative regulations. However, many board bylaws require the superintendent to bring to the board's attention any new, revised or deleted administrative regulations to ensure they are consistent with board policy. In this manner, a board can retain limited oversight of the regulation process, even though it is not generally authorized to adopt or revise administrative regulations.

For purposes of the Model Policies, we include in our sample policies those matters required by statute, federal or state agency guidance, or best practice to be addressed through a board-approved policy. We generally write our policies as broad statements to allow the board to address a concept, while reserving the details of implementation and day-to-day operation to the school district administration through administrative regulations. Oftentimes, our sample administrative regulations mirror the requirements of federal or state statutes, regulations or agency guidance, which may change quickly and require immediate compliance by the school district.

The Model Policy System - Technical Aspects and Conversion

I. The Online System

The Model Policies are developed by attorneys in Shipman & Goodwin's School Law Practice Group and are housed on the Firm's password protected Extranet. The Extranet includes an index of current policies and administrative regulations; current policies listed by series, and then alphabetically within each series; redline comparisons explaining changes made to each policy, listed by year; memoranda explaining the annual policy changes; and sample forms and notifications. Because the Board is a Model Policies subscriber, designated individuals within the district can view and download all of the documents, in either Word or PDF, modify them as needed, and upload them onto the Board's website once approved by the Board.

We comprehensively review the Model Policies annually, during the summer, after the Connecticut legislature concludes its session, and generally provide updated policies by October

of each year. We also provide interim updates when changes in the law or specific practices warrant policy revision.

II. Transitioning to the Model Policies

Boards of education take different approaches to transitioning to the Model Policies. While some boards elect to review each existing policy and determine whether to use all or part of the Model Policies, other boards elect to conduct a wholesale repeal of their existing policies and replace them completely with the Model Policies.

To adopt the entire Model Policy system (either at once or in phases), the Board will still need to undergo a process to ensure compliance with current bylaws relative to adoption and repeal of policies (and bylaws), and to ensure the Board retains those aspects of the existing policies it deems necessary or appropriate. Below we provide a suggested process for adoption of the Model Policy system:

1) ***Policy Committee and/or Administration review all of the Model Policies through the Extranet and customize them as needed.*** Many of the policies have optional language or require individualized information to be included (ex: name of the Title IX Coordinator). This step should also involve removing from the document any "notes to the client" or optional language not being used (we generally include optional language in ***bold italics***), and any administrative regulations (to be adopted by the Administration, with notice to the Board), and forms or notices that do not require Board approval. During this process it should also be determined whether the Board intends to propose adopting the Model Policies Board Bylaws or maintain its current Bylaws.

2) ***Policy Committee and/or the Administration review the existing Board policy manual and determine which existing policies it recommends be retained during the transition process (and ensuring that any such policies are legally compliant and do not conflict with Model Policies slated for adoption).*** This should also include determining whether any of these existing policies might conflict with any of the Model Policies proposed for adoption by the Board. We understand that the district is beginning this process and would be happy to discuss further, if helpful.

3) ***Develop a comprehensive packet of policies proposed for adoption and for repeal by the Board.*** We recommend providing online access to all of the Model Policies, customized for the Board's needs, through a shared drive or Dropbox, for example. We further recommend developing an easy-reference chart for the Board to quickly review which policies are proposed for repeal and which are proposed for adoption. Any existing policies that the Policy Committee and/or Administration propose to maintain may also be included in the chart, clearly marked as being slated to be retained. We have also included, as Appendices A and B to this memorandum, high-level reviews of (1) the Board's 1000, 2000, and 3000 series, and (2) the Board's 4000 and 5000 series. *Please note: Some of the policies and regulations recommended for repeal and replacement already reflect a version of our model*

policy or regulation. For purposes of efficiency and thoroughness, we have recommended full repeal and replacement, rather than line-by-line revision to reflect potential updates. If you would like us to run comparisons to the Board's current policies to see if and where any particular revisions should be made, or any district-specific revisions might be retained, we would be happy to do so.

4) ***As a reminder, the Board must consider the proposed changes to policies, bylaws, and any Board-approved regulations in accordance with Board Policy 9311, 9312, and 9313.***

5) ***The Administration must follow a similar process when considering and making changes to administrative regulations, in accordance with Board Policy 9313.***

The Board is advised to consider the appropriate timeline for this policy review process. We often recommend, for example, that revisions to the Students and Personnel series be adopted over the summer, so that students and staff have notice of any new policies before the start of the school year. If the Board agrees with this approach, it may wish to "work back" from its scheduled August Board meeting so that it has ample time to engage in the process outlined above.

* * *

We hope this information is helpful. We are happy to assist with any of the steps listed above, per request by the Board or Administration. Thank you.

Appendix A

Middletown Board of Education – Overview of 1000, 2000, and 3000 Series

Appendix B

Middletown Board of Education – Overview of 4000 and 5000 Series

SHIPMAN

Series 4000
Personnel

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF ADULTS WITH AN INTELLECTUAL DISABILITY OR AUTISM SPECTRUM DISORDER

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel report any suspected abuse or neglect of persons between eighteen (18) and sixty (60) years of age who: 1) have an intellectual disability or 2) receive funding or services from the Department of Social Services' ("DSS") Division of Autism Spectrum Disorder Services. In furtherance of this statute and its purpose, it is the policy of the _____ Board of Education (the "Board") to require ALL EMPLOYEES of the Board to comply with the following procedures in the event that, in the ordinary course of their employment or profession, they have reasonable cause to suspect that a person with an intellectual disability or an individual receiving funding or services from DSS' Division of Autism Spectrum Disorder Services between eighteen (18) and sixty (60) years of age has been abused or neglected.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected abuse and/or neglect of adults with intellectual disabilities, but also to ALL EMPLOYEES of the Board.

2. Definitions

For the purposes of this policy:

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

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

"Statutorily Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of adults with intellectual disabilities. In the public school context, the term "statutorily mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, licensed behavior analysts, registered or licensed practical nurses, psychologists, social workers, licensed or certified substance abuse counselors, mental health professionals, physical therapists, occupational

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therapists, dental hygienists, speech pathologists, and licensed professional counselors.

3. Reporting Procedures for Statutorily Mandated Reporters

If a statutorily mandated reporter has reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the mandated reporter shall, as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report to:

Abuse Investigation Division
Department of Developmental Services ("DDS")
460 Capitol Avenue
Hartford, Connecticut 06106
Telephone: 1-844-878-8923

An unsuccessful attempt to make an initial report to DDS on the weekend, holiday, or after business hours shall not be construed as a violation of this policy or applicable law if the mandatory reporter makes reasonable attempts to make such report as soon as practicable after the initial attempt. For purposes of this policy, "reasonable attempts" means documented efforts to contact DDS by phone, electronic mail or in person.

The statutorily mandated reporter shall also immediately notify the Superintendent.

Such initial oral report shall be followed by a written report to the Abuse Investigation Division of DDS not later than five calendar days after the initial oral report was made, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as set forth above.

a) If an employee who is not a statutorily mandated reporter has reasonable cause to suspect that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.

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(1) The employee shall as soon as practicable, but not later than forty-eight (48) hours after having reasonable cause to suspect abuse or neglect, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that any person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, between eighteen (18) and sixty (60) years has been abused or neglected, the Superintendent or designee shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters, set forth above.

b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of adults with intellectual disabilities, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, directly to the Abuse Investigation Division of DDS.

5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

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 or receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, 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 that the reporter believes would be helpful in investigating the report or in protecting the person with an intellectual disability or who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services.

6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any

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such investigation with the investigation conducted by the Abuse Investigation Division of DDS.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Abuse Investigation Division of DDS produces evidence that a person with an intellectual disability, or any individual who receives funding or services from the DSS' Division of Autism Spectrum Disorder Services, 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.

7. 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.

8. 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.

9. Non-discrimination Policy

The Board 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.

Legal References:

Connecticut General Statutes:

Section 46a-11a
Section 46a-11b et seq.

ADOPTED: _____
REVISED: _____

7/31/18
Technical Rev. 11/16/2020

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SHIPMAN

Series 4000
Personnel

ALCOHOL, TOBACCO AND DRUG-FREE WORKPLACE

PURPOSE

The purpose of this policy is to establish a workplace that is free of the effects of alcohol and second-hand smoke, and free from drug abuse. By accomplishing this purpose, the Board of Education (the "Board") also seeks to promote a safe, healthy working environment for all employees and to reduce absenteeism, tardiness, and other job performance problems that may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

STATEMENT OF POLICY

Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, a controlled substance, or alcohol, and shall not be under the influence of such substances while on school property or while conducting Board business on or off school property. Any employee who discovers illegal drugs, a controlled substance, or alcohol on school property shall notify the Superintendent or the Superintendent's designee who shall investigate the matter.

An employee must report any conviction under a criminal drug statute for violations occurring on or off school property while on Board business to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction within ten (10) days thereafter.

Employees shall only use prescription drugs on school property, or during the conduct of Board business, that have been prescribed to them by a licensed medical practitioner, and such drugs shall be used only as prescribed. However, in accordance with Conn. Gen. Stat. § 21a-408a through 408q, the Board specifically prohibits the palliative use of marijuana on school property, at a school-sponsored activity, or during the conduct of Board business, and specifically prohibits employees from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during work hours.

The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, and the use of tobacco products in any area of a school building, on school property, including property owned, leased, contracted for, or utilized by the Board, or at any school-sponsored activity.

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While Connecticut law allows for the legal use of marijuana under certain circumstances, because marijuana use is still prohibited under federal law, the use of marijuana at work, or outside of work if it impairs an employee's ability to perform their job, constitutes a violation of this policy.

Violations of this policy may result in disciplinary action, up to and including possible termination of employment.

DEFINITIONS

"Any area" means the interior of a school building and the outside area within twenty-five feet of any doorway, operable window or air intake vent of a school building.

"Cannabis" means marijuana, as defined in Conn. Gen. Stat. § 21a-240.

"Controlled substance" means a controlled substance in schedules I through V of section 202 of the Comprehensive Drug Abuse Prevention and Control Act of 1970 (21 U.S.C. 812), including marijuana.

"Electronic cannabis delivery system" means an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device.

"Electronic nicotine delivery system" means an electronic device used in the delivery of nicotine to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid or synthetic nicotine.
"School property" means any land and all temporary and permanent structures comprising the district's school and administrative office buildings and includes, but is not limited to, classrooms, hallways, storage facilities, theatres, gymnasiums, fields, and parking lots.

"School-sponsored activity" means any activity sponsored, recognized, or authorized by a board of education and includes activities conducted on or off school property.

"Smoke" or "smoking" means the burning of a lighted cigar, cigarette, pipe or any other similar device, whether containing, wholly or in part, tobacco, cannabis or hemp.

"Vapor product" means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis and is inhaled by the user of such product.

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EMPLOYEE ASSISTANCE

In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs.

Employees who feel they have developed an addiction to, dependence upon, or other problem with alcohol or drugs are encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program that requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.

Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233a(h) (definition of school-sponsored activity)

Conn. Gen. Stat. § 19a-342

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 21a-408a through 408q (palliative use of marijuana)

June Special Session, Public Act No. 21-1

United States Code:

Pro-Children Act of 2001, 20 U.S.C. § 7973, as amended by the Every Student Succeeds Act, Public Law 114-95, § 4001

Drug Free Workplace Act, 41 U.S.C. § 8101 et seq.

ADOPTED:_____
REVISED:_____

10/11/21

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SHIPMAN

Series 4000
Personnel

EVALUATION, TERMINATION AND NON-RENEWAL OF ATHLETIC COACHES

It is the policy of the [_____] Board of Education (the "Board") that an athletic coach employed by the Board shall:

1) adhere to all Board policies, rules and regulations;
2) conduct himself or herself in a professional manner;
3) serve as a role model for students; and
4) demonstrate competence and proficiency in his or her role as an athletic coach of a particular sport.

For purposes of this policy, the term "**athletic coach**" means any person holding (and required to hold) a coaching permit issued by the Connecticut State Board of Education who is hired by the Board to act as a coach for a sport season. The term "athletic coach" under this policy shall include only coaches who have direct responsibility for one or more teams (including assistant coaches if they serve as a coach to another team (*e.g.*, JV)), and the term shall not include other assistant coaches and volunteer coaches.

For purposes of this policy, the term "**athletic director**" means an individual responsible for administering the athletic program of a school or school district under the jurisdiction of the Board, and who is responsible for the supervision of athletic coaches.

The Superintendent may adopt administrative regulations in accordance with this policy.

I. Evaluations

Pursuant to state law, the Board requires that an athletic coach employed by the Board be evaluated on an annual basis by the athletic director or the coach's immediate supervisor. An athletic coach shall be provided with a copy of any such evaluation. Other assistant and volunteer coaches may be evaluated as directed by the Superintendent of Schools or his/her designee.

II. Employment of an Athletic Coach

A. Athletic coaches serve at the discretion of the Superintendent, and their employment in their specific coaching positions (*e.g.*, basketball, golf) may be non-renewed or terminated at any time, subject to the provisions set forth below which apply to athletic coaches who have served in the same coaching position for three or more consecutive school years.

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B. If the Superintendent non-renews or terminates the coaching contract of an athletic coach who has served in the same coaching position for three or more consecutive school years, the Superintendent shall inform such coach of the decision within ninety (90) calendar days of the end of the athletic season covered by the contract. In such cases, the athletic coach will have an opportunity to appeal the decision of the Superintendent in accordance with the procedures set forth below in Section III.

C. Notwithstanding any rights an athletic coach may have to a hearing, nothing prohibits a Superintendent from terminating the employment contract of any athletic coach at any time, including an athletic coach who has served in the same coaching position for three or more consecutive school years:

1) for reasons of moral misconduct, insubordination, failure to comply with the Board's policies, rules and regulations; or

2) because the sport has been canceled by the Board.

D. If a decision to terminate a coach's employment is made during the athletic season, the Superintendent shall remove the coach from duty during the pendency of any hearing conducted pursuant to this policy.

III. Hearing Procedures:

An athletic coach who has served in the same coaching position for three or more consecutive school years may appeal any such non-renewal or termination decision (except if such decision was due to cancellation of the sport) to the Boardin accordance with the following procedures:

A. The athletic coach must file a written appeal with the Board within ten (10) calendar days of the Superintendent's written notification of non-renewal or termination. Such appeal shall set forth the basis on which the athletic coach seeks review of that decision, and a copy of said appeal shall be sent to the Superintendent. Failure to submit a timely written appeal shall constitute a waiver of said appeal opportunity.

B. Within a reasonable period of time of its receipt of a written appeal of the Superintendent's decision, the Board or a committee of the Board as designated by the Chairperson shall conduct a hearing to consider such appeal. Reasonable notice of the time and place for such hearing shall be issued to the athletic coach prior to the commencement of the hearing.

C. At the hearing, the athletic coach shall have an opportunity to present facts and evidence in support of renewal and/or reinstatement, and the Superintendent shall have the opportunity (but shall not be obligated) to present facts and evidence in

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support of the decision of non-renewal and/or termination. For good cause shown, the athletic coach may call a limited number of witnesses to testify if there is a clear need for witnesses to present factual information (rather than simply expressing an opinion on the skill or competence of the athletic coach). In any event, cumulative or redundant testimony shall not be allowed.

D. The decision of non-renewal or termination shall be affirmed unless the Board determines that the decision is arbitrary and capricious. The coach shall bear the burden of proof on this point.

E. Within a reasonable period of time following the hearing, the Board shall determine whether the Superintendent acted in an arbitrary and capricious manner in making his/her decision not to renew and/or to terminate, and shall provide a written decision to the coach. The decision of the Board shall be final.

Legal References:

Conn. Gen. Stat. § 10-222e	Policy on evaluation and termination of athletic coaches.
Conn. Gen. Stat. § 10-149d	Athletic directors. Definitions, Qualifications and hiring. Duties.

ADOPTED: _____
REVISED: _____

9/16/20

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Series 4000
Personnel

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the [_____] Board of Education ("Board") to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon the child other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to the child's well-being, or (d) has been abused.

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"School employee" means (a) 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 who is working in a Board elementary, middle or high school; or (b) any other person who, in the performance of that person's duties, has regular contact with students and who provides services to or on behalf of students enrolled in the [_____] Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutorily mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutorily mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

3. What Must Be Reported

a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:

i) has been abused or neglected;

ii) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon the child;

iii) is placed at imminent risk of serious harm; or

b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

i) sexual assault in the first degree;

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ii) aggravated sexual assault in the first degree;

iii) sexual assault in the second degree;

iv) sexual assault in the third degree;

v) sexual assault in the third degree with a firearm; or

vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

d) A Board employee is not precluded from conducting a preliminary inquiry to determine if reasonable cause exists to make a report. Such preliminary inquiry shall not be considered an investigation conducted by the Board. Preliminary inquiries must be conducted in accordance with the training for school employees for the accurate and prompt identification and reporting of child abuse and neglect developed by the Department of Children and Families ("DCF").

4. Reporting Procedures for Statutorily Mandated Reporters

The following procedures apply only to statutorily mandated reporters, as defined above.

a) When an employee of the Board of Education who is a statutorily mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee.

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(a) An oral report shall be made by telephone or in person to the Commissioner of DCF or the local law enforcement agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.

(b) An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.

(2) The employee shall also make an oral report as soon as practicable to the Building Principal or Building Principal's designee, and/or the Superintendent or Superintendent's designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or Superintendent's designee directly.

(3) In cases involving suspected or believed abuse, neglect, or sexual assault of a student by a school employee, the Superintendent or Superintendent's designee shall immediately notify the child's parent or guardian that such a report has been made.

(4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or Commissioner's designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or Superintendent's designee as soon as possible as to the nature of the further communication with the Commissioner or Commissioner's designee.

(5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or Building Principal's designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization

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or permit issued by the State Department of Education, the Commissioner of DCF (or Commissioner of DCF's designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or Commissioner of Education's designee).

5. Reporting Procedures for Employees Other Than Statutorily Mandated Reporters

The following procedures apply only to employees who are not statutorily mandated reporters, as defined above.

a) When an employee who is not a statutorily mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or a student is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or Superintendent's designee, to be followed by an immediate written report to the Superintendent or Superintendent's designee.

(2) If the Superintendent or Superintendent's designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or a student is a victim of sexual assault by a school employee, the Superintendent or designee shall cause reports to be made in accordance with the procedures set forth for statutorily mandated reporters.

b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

a) The names and addresses of the child* and the child's parents or other person responsible for the child's care;

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b) the age of the child;

c) the gender of the child;

d) the nature and extent of the child's injury or injuries, maltreatment or neglect;

e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;

f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or the child's siblings;

g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;

h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;

i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;

j) 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

k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 3, above.

7. Investigation of the Report

a) The Superintendent or Superintendent's designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or

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the appropriate local law enforcement agency. The Superintendent shall conduct the District's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the District's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect or sexual assault, as appropriate.

d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent 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.

e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board 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 within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

a) If, upon completion of the investigation by the Commissioner of DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that the Commissioner has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF Child Abuse and Neglect Registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school

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employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.

c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10—151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of DCF and/or the police, the Superintendent 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's investigation produces evidence that a child has been abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101i, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.

9. <u>Evidence of Abuse, Neglect or Sexual Assault by an Independent Contractor of the Board of Education</u>

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If the investigation by the Superintendent and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District.

10. 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.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. Prohibition on Hiring Following Conviction Related to Mandatory Reporting

The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and 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 or

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sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy, Guidelines and Posting of Careline Information

This policy shall annually be distributed electronically to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. Guidelines regarding identifying and reporting child sexual abuse developed by the Governor's task force on justice for abused children shall annually be distributed electronically to all school employees, Board members, and the parents or guardians of students enrolled in the schools under the jurisdiction of the Board. The Board shall post the Internet web site address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of DCF.

b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.

c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

d) All school employees, as defined above, shall complete the (1) training regarding the prevention and identification of, and response to, child sexual abuse and assault; (2) bystander training program; and (3) appropriate interaction with children training program. Each employee must repeat these trainings at least once every three years. Such trainings shall be identified or developed by DCF.

17. Records

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a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to DCF. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. 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 the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of the sexual assault and abuse prevention and awareness program identified or developed by DCF, as outlined in Board Policy [#], **Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure**. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the School Climate Specialist in addition to complying with the school employee's obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Information regarding the sexual abuse and assault awareness and prevention program identified or developed by DCF shall be distributed electronically to all school employees, Board members, and the parents or guardians of enrolled students on an annual basis.

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Legal References:

Connecticut General Statutes:

Section 10-151	Employment of teachers. Definitions. Tenure. Notice and hearing on failure to renew or termination of contract. Appeal.
Section 10-221s	Posting of Careline telephone number in schools. Investigations of child abuse and neglect. Disciplinary action.
Section 17a-101 et seq.	Protection of children from abuse. Mandated reporters. Educational and training programs. Model mandated reporting policy.
Section 17a-101q	Statewide Sexual Abuse and Assault Awareness and Prevention Program.
Section 17a-103	Reports by others. False reports. Notifications to law enforcement agency.
Section 46b-120	Definitions.
Section 53a-65	Definitions.

ADOPTED: _____
REVISED: _____

9/27/2025

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Appendix A

RELEVANT EXCERPTS OF STATUTORY DEFINITIONS OF SEXUAL ASSAULT AND RELATED TERMS COVERED BY MANDATORY REPORTING LAWS AND THIS POLICY

An employee of the Board of Education must make a report in accordance with this policy when the employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee. The following are relevant excerpts of the sexual assault laws and related terms covered by mandatory reporting laws and this policy.

Intimate Parts (Conn. Gen. Stat. § 53a-65)

"Intimate parts" means the genital area or any substance emitted therefrom, groin, anus or any substance emitted therefrom, inner thighs, buttocks or breasts.

Sexual Intercourse (Conn. Gen. Stat. § 53a-65)

"Sexual intercourse" means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body.

Sexual Contact (Conn. Gen. Stat. § 53a-65)

"Sexual contact" means (A) any contact with the intimate parts of a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person or any contact of the intimate parts of the actor with a person for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person, or (B) for the purposes of subdivision (4) of subsection (a) of section 53a-73a, any contact with the intimate parts of a dead human body, or any contact of the intimate parts of the actor with a dead human body, for the purpose of sexual gratification of the actor.

Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70)

A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older

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than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

Aggravated Sexual Assault in the First Degree (Conn. Gen. Stat. § 53a-70a)

A person is guilty of aggravated sexual assault in the first degree when such person commits sexual assault in the first degree as provided in section 53a-70 and in the commission of such offense (1) such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a deadly weapon, (2) with intent to disfigure the victim seriously and permanently, or to destroy, amputate or disable permanently a member or organ of the victim's body, such person causes such injury to such victim, (3) under circumstances evincing an extreme indifference to human life such person recklessly engages in conduct which creates a risk of death to the victim, and thereby causes serious physical injury to such victim, or (4) such person is aided by two or more other persons actually present. No person shall be convicted of sexual assault in the first degree and aggravated sexual assault in the first degree upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Aggravated Sexual Assault of a Minor (Conn. Gen. Stat. § 53a-70c)

A person is guilty of aggravated sexual assault of a minor when such person commits a violation of subdivision (2) of subsection (a) of section 53-21 or section 53a-70, 53a-70a, 53a-71, 53a-86, 53a-87 or 53a-196a and the victim of such offense is under thirteen years of age, and (1) such person kidnapped or illegally restrained the victim, (2) such person stalked the victim, (3) such person used violence to commit such offense against the victim, (4) such person caused serious physical injury to or disfigurement of the victim, (5) there was more than one victim of such offense under thirteen years of age, (6) such person was not known to the victim, or (7) such person has previously been convicted of a violent sexual assault.

Sexual Assault in the Second Degree (Conn. Gen. Stat. § 53a-71)

A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual

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intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

Sexual Assault in the Third Degree (Conn. Gen. Stat. § 53a-72a)

A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) subjects another person to sexual contact and such other person is mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (3) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

Sexual Assault in the Third Degree with a Firearm (Conn. Gen. Stat. § 53a-72b)

A person is guilty of sexual assault in the third degree with a firearm when such person commits sexual assault in the third degree as provided in section 53a-72a, and in the commission of such offense, such person uses or is armed with and threatens the use of or displays or represents by such person's words or conduct that such person possesses a pistol, revolver, machine gun, rifle, shotgun or other firearm. No person shall be convicted of sexual assault in the third degree and sexual assault in the third degree with a firearm upon the same transaction but such person may be charged and prosecuted for both such offenses upon the same information.

Sexual Assault in the Fourth Degree (Conn. Gen. Stat. § 53a-73a)

A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but

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under fifteen years of age and the actor is more than three years older than such other person, or (C) physically helpless, or (D) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (E) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with a dead human body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

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[Appendices B and C reflect information provided by the Department of Children and Families. They are optional to include with the policy, however they may be useful as part of training for staff members in identifying the signs of abuse and/or neglect of children.]

APPENDIX B

Operational Definitions of Child Abuse and Neglect

The purpose of this policy is to provide consistency for staff in defining and identifying operational definitions, evidence of abuse and/or neglect and examples of adverse impact indicators.

The following operational definitions are working definitions and examples of child abuse and neglect as used by the Connecticut DCF.

For the purposes of these operational definitions,

- A person responsible for a child's health, welfare or care means:
    - the child's parent, guardian, or foster parent; an employee of a public or private residential home, agency or institution or other person legally responsible under State law for the child's welfare in a residential setting; or any staff person providing out-of-home care, including center-based child day care, family day care, or group day care.
- A person given access to a child is a person who is permitted to have personal interaction with a child by the person responsible for the child's health, welfare or care or by a person entrusted with the care of a child.
- A person entrusted with the care of a child is a person who is given access to a child by a person responsible for the health, welfare or care of a child for the purpose of providing education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.
- **Note:** Only a "child" as defined in the policy above may be classified as a victim of child abuse and/or neglect; only a "person responsible," "person given access," or "person entrusted" as defined above may be classified as a perpetrator of child abuse and/or neglect.
    - While only a child under eighteen may be a victim of child abuse or neglect, a report under mandatory reporting laws and this policy is required if an employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the Technical Education and Career System or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, as set forth in this policy, and the perpetrator is a school employee.

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Physical Abuse

A child may be found to have been physically abused who:

- has been inflicted with physical injury or injuries other than by accidental means,
- is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment, and/or
- has injuries at variance with the history given of them.

Evidence of physical abuse includes, but is not limited to the following:

- excessive physical punishment;
- bruises, scratches, lacerations;
- burns, and/or scalds;
- reddening or blistering of the tissue through application of heat by fire, chemical substances, cigarettes, matches, electricity, scalding water, friction, etc.;
- injuries to bone, muscle, cartilage, ligaments: fractures, dislocations, sprains, strains, displacements, hematomas, etc.;
- head injuries;
- internal injuries;
- death;
- misuse of medical treatments or therapies;
- malnutrition related to acts of commission or omission by an established caregiver resulting in a child's malnourished state that can be supported by professional medical opinion;
- deprivation of necessities acts of commission or omission by an established caregiver resulting in physical harm to child; and/or
- cruel punishment.

Sexual Abuse/Exploitation Sexual Abuse/Exploitation

Sexual Abuse/Exploitation is any incident involving a child's non-accidental exposure to sexual behavior.

Evidence of sexual abuse includes, but is not limited to the following:

- rape;
- penetration: digital, penile, or foreign objects;
- oral / genital contact;
- indecent exposure for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;

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- incest;
- fondling, including kissing, for the purpose of sexual gratification of the offender, or for purposes of shaming, humiliating, shocking or exerting control over the victim;
- sexual exploitation, including: possession, manufacture, or distribution of child pornography, online enticement of a child for sexual acts, child prostitution, child-sex tourism, unsolicited obscene material sent to a child, or misleading domain name likely to attract a child to an inappropriate website;
- coercing or forcing a child to participate in, or be negligently exposed to, pornography and/or sexual behavior;
- disease or condition that arises from sexual transmission; and/or
- other verbal, written or physical behavior not overtly sexual but likely designed to "groom" a child for future sexual abuse.

Legal References: Federal Law 18 U.S.C. 2251 Sexual Exploitation of Children.

Human Trafficking

Human Trafficking includes, but is not limited to:

sex trafficking: the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; and

labor trafficking: the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Emotional Maltreatment-Abuse

Emotional Maltreatment-Abuse is an:

act(s), statement(s), or threat(s), which

- has had, or is likely to have an adverse impact on the child; and/or
- interferes with a child's positive emotional development.

Evidence of emotional maltreatment-abuse includes, but is not limited to, the following:

- rejecting;
- degrading;
- isolating and/or victimizing a child by means of cruel, unusual, or excessive methods of discipline; and/or

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- exposing the child to brutal or intimidating acts or statements.

Indicators of Adverse Impact of emotional maltreatment-abuse may include, but are not limited to, the following:

- depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;
- aggression/ passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts;
- extreme dependence;
- academic regression; and/or
- trust issues.

Physical Neglect

A child may be found neglected who:

- has been abandoned;
- is being denied proper care and attention physically, educationally, emotionally, or morally;
- is being permitted to live under conditions, circumstances or associations injurious to the child's well-being; and/or
- has been abused.

Evidence of physical neglect includes, but is not limited to:

- inadequate food;
- malnutrition;
- inadequate clothing;
- inadequate housing or shelter;

- erratic, deviant, or impaired behavior by the person responsible for the child's health, welfare or care; by a person given access to the child; or by a person entrusted with the child's care which adversely impacts the child;

- permitting the child to live under conditions, circumstances or associations injurious to the child's well-being including, but not limited to, the following:

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    - substance abuse by caregiver, which adversely impacts the child physically;
    - psychiatric problem of the caregiver which adversely impacts the child physically;
    - exposure to family violence which adversely impacts the child physically;
    - exposure to violent events, situations, or persons that would be reasonably judged to compromise a child's physical safety;
    - non-accidental, negligent exposure to drug trafficking and/or individuals engaged in the active abuse of illegal substances;
    - voluntarily and knowingly entrusting the care of a child to individuals who may be disqualified to provide safe care, *e.g.*, persons who are subject to active protective or restraining orders; persons with past history of violent/drug/sex crimes; persons appearing on the Central Registry;
    - non-accidental or negligent exposure to pornography or sexual acts;
    - inability to consistently provide the minimum of child-caring tasks;
    - inability to provide or maintain a safe living environment;
  - action/inaction resulting in death;
  - abandonment;
  - action/inaction resulting in the child's failure to thrive;
  - transience;
  - inadequate supervision: creating or allowing a circumstance in which a child is alone for an excessive period of time given the child's age and cognitive abilities;
  - holding the child responsible for the care of siblings or others beyond the child's ability; and/or
  - failure to provide reasonable and proper supervision of a child given the child's age and cognitive abilities.

Note:

- Inadequate food, clothing, or shelter or transience finding must be related to caregiver acts of omission or commission and not simply a function of poverty alone.
- Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level.
- The presence of legal or illegal substances in the bodily fluids of (1) a parent or legal guardian or (2) a pregnant person shall not form the sole or primary basis for any action or proceeding by the Department. Any action or proceeding by the Department must be based on harm or risk of harm to a child and the parent or guardian's ability to provide appropriate care for the child.
- Adverse impact may not be required if the action/inaction is a single incident that demonstrates a serious disregard for the child's welfare.

Medical Neglect

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Medical Neglect is the unreasonable delay, refusal or failure on the part of the person responsible for the child's health, welfare or care or the person entrusted with the child's care to seek, obtain, and/or maintain those services for necessary medical, dental or mental health care when such person knows, or should reasonably be expected to know, that such actions may have an adverse impact on the child.

Evidence of medical neglect includes, but is not limited to:

- frequently missed appointments, therapies or other necessary medical and/or mental health treatments;
- withholding or failing to obtain or maintain medically necessary treatment from a child with life-threatening, acute or chronic medical or mental health conditions; and/or
- withholding medically indicated treatment from disabled infants with life-threatening conditions.

Note: Failure to provide the child with immunizations or routine well-child care in and of itself does not constitute medical neglect.

Educational Neglect

Except as noted below, **Educational Neglect** occurs when a school-aged child has excessive absences from school through the intent or neglect of the parent or caregiver.

Definition of School-Aged Child: Except as noted below, a school-aged child is a child five years of age and older and under 18 years of age who is not a high school graduate.
Note: Excessive absenteeism and school avoidance may be presenting symptoms of a failure to meet the physical, emotional or medical needs of a child. Careline staff shall consider these potential additional allegations at the time of referral.

Criteria:

- **For children school-aged to age 12, excessive absenteeism** may be indicative of the parent's or caregiver's failure to meet the educational needs of a student.
- **For children older than age 12, excessive absenteeism**, coupled with a failure by the parent or caregiver to engage in efforts to improve the child's attendance, may be indicative of educational neglect.
    - For children older than age 12, excessive absenteeism through the child's own intent, despite the parent's or caregiver's efforts, is not educational neglect. Rather, this is truancy, which is handled through the school district.

Child's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the child shall be considered by the social worker:

- Age;

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- Health;
- Level of functioning;
- Academic standing; and
- Dependency on parent or caregiver

Parent or Caregiver's Characteristics. In determining the criteria for excessive absenteeism, the following characteristics of the parent or caregiver shall be considered by the social worker:

- Rationale provided for the absences;
- Efforts to communicate and engage with the educational provider; and
- Failure to enroll a school-aged child in appropriate educational programming (including homeschooling)

Exceptions (in accordance with Conn. Gen. Stat. § 10-184):

1. A parent or person having control of a child may exercise the option of not sending the child to school at age five (5) or age six (6) years by personally appearing at the school district office and signing an option form. In these cases, educational neglect occurs if the parent or person having control of the child has registered the child at age five (5) or age (6) years and then does not allow the child to attend school or receive home instruction.

2. A parent or person having control of a child seventeen (17) years of age may consent to such child's withdrawal from school and enroll such child in an adult education program. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form.

Note: Failure to sign a registration option form for such child is not in and of itself educational neglect.

Emotional Neglect

Emotional Neglect is the denial of proper care and attention, or failure to respond, to a child's affective needs by the person responsible for the child's health, welfare or care; by the person given access to the child; or by the person entrusted with the child's care which has an adverse impact on the child or seriously interferes with a child's positive emotional development.

Note: Whether or not the adverse impact has to be demonstrated is a function of the child's age, cognitive abilities, verbal ability and developmental level. Adverse impact is not required if the action/inaction is a single incident which demonstrates a serious disregard for the child's welfare.

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Note: The adverse impact may result from a single event and/or from a consistent pattern of behavior and may be currently observed or predicted as supported by evidence-based practice.

Evidence of emotional neglect includes, but is not limited to, the following:

- inappropriate expectations of the child given the child's developmental level;
- failure to provide the child with appropriate support, attention and affection;
- permitting the child to live under conditions, circumstances or associations; injurious to the child's well-being including, but not limited to, the following:
    - substance abuse by caregiver, which adversely impacts the child emotionally;
    - psychiatric problem of the caregiver, which adversely impacts the child emotionally; and/or
    - exposure to family violence which adversely impacts the child emotionally.

Indicators may include, but are not limited to, the following:

- depression;
- withdrawal;
- low self-esteem;
- anxiety;
- fear;
- aggression/ passivity;
- emotional instability;
- sleep disturbances;
- somatic complaints with no medical basis;
- inappropriate behavior for age or development;
- suicidal ideations or attempts;
- extreme dependence;
- academic regression; and/or
- trust issues.

Moral Neglect

Moral Neglect: Exposing, allowing, or encouraging the child to engage in illegal or reprehensible activities by the person responsible for the child's health, welfare or care or person given access or person entrusted with the child's care.

Evidence of Moral Neglect includes but is not limited to:

- stealing;
- using drugs and/or alcohol; and/or

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- involving a child in the commission of a crime, directly or by caregiver indifference.

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Appendix C

INDICATORS OF CHILD ABUSE AND NEGLECT

Indicators of Physical Abuse

HISTORICAL

- Delay in seeking appropriate care after injury
- No witnesses
- Inconsistent or changing descriptions of accident by child and/or parent
- Child's developmental level inconsistent with history
- History of prior "accidents"
- Absence of parental concern
- Child is handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent
- Unexplained school absenteeism
- History of precipitating crisis

PHYSICAL

- Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso
- Clusters of skin lesions; regular patterns consistent with an implement
- Shape of lesions inconsistent with accidental bruise
- Bruises/welts in various stages of healing
- Burn pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges
- Fractures/dislocations inconsistent with history
- Laceration of mouth, lips, gums or eyes
- Bald patches on scalp
- Abdominal swelling or vomiting
- Adult-size human bite mark(s)
- Fading cutaneous lesions noted after weekends or absences
- Rope marks

BEHAVIORAL

- Wary of physical contact with adults
- Affection inappropriate for age
- Expresses fear of parents
- Reports injury by parent
- Reluctance to go home
- Feels responsible (punishment "deserved")
- Poor self-esteem
- Clothing covers arms and legs even in hot weather

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Indicators of Sexual Abuse

HISTORICAL

- Vague somatic complaint
- Excessive school absences
- Inadequate supervision at home
- History of urinary tract infection or vaginitis
- Complaint of pain; genital, anal or lower back/abdominal
- Complaint of genital itching
- Any disclosure of sexual activity, even if contradictory

PHYSICAL

- Discomfort in walking, sitting
- Evidence of trauma or lesions in and around mouth
- Vaginal discharge/vaginitis
- Vaginal or rectal bleeding
- Bruises, swelling or lacerations around genitalia, inner thighs
- Dysuria
- Vulvitis
- Any other signs or symptoms of sexually transmitted disease
- Pregnancy

BEHAVIORAL

- Low self-esteem
- Change in eating pattern
- Unusual new fears
- Regressive behaviors
- Personality changes (hostile/aggressive or extreme compliance)
- Depression
- Decline in school achievement
- Social withdrawal or poor peer relationships
- Indicates sophisticated or unusual sexual knowledge for age
- Seductive behavior, promiscuity or prostitution
- Substance abuse
- Suicide ideation or attempt
- Runaway

Indicators of Emotional Abuse

HISTORICAL

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- Parent ignores/isolates/belittles/rejects/scapegoats child
- Parent's expectations inappropriate to child's development
- Prior episode(s) of physical abuse
- Parent perceives child as "different"

PHYSICAL

- (Frequently none)
- Failure to thrive
- Speech disorder
- Lag in physical development
- Signs/symptoms of physical abuse

BEHAVIORAL

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting sibling)
- Antisocial behavior
- Emotional or cognitive developmental delay
- Extremes in behavior - overly aggressive/compliant
- Depression
- Suicide ideation/attempt

Indicators of Physical Neglect

HISTORICAL

- High rate of school absenteeism
- Frequent visits to school nurse with nonspecific complaints
- Inadequate supervision, especially for long periods and for dangerous activities
- Child frequently unattended; locked out of house
- Parental inattention to recommended medical care
- No food intake for 24 hours
- Home substandard (no windows, doors, heat), dirty, infested, obvious hazards
- Family member addicted to drugs/alcohol

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PHYSICAL

- Hunger, dehydration
- Poor personal hygiene, unkempt, dirty
- Dental cavities/poor oral hygiene
- Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day
- Constant fatigue or listlessness
- Unattended physical or health care needs
- Infestations
- Multiple skin lesions/sores from infection

BEHAVIORAL

- Comes to school early, leaves late
- Frequent sleeping in class
- Begging for/stealing food
- Adult behavior/maturity (parenting siblings)
- Delinquent behaviors

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SHIPMAN

Series 4000
Personnel

Code of Ethics and Professional Responsibility for Personnel

The _____ Board of Education (the "Board") requires all Board employees to follow any applicable Board policy concerning employee conduct, maintain high ethical and professional standards, and exhibit professional conduct and responsibility.

Board employees shall comply with the following standards:

1. Maintain a just and courteous professional relationship with students, parents, staff members, Board members, and others.

2. Make the well-being of students the fundamental value of all decision-making and actions.

3. Fulfill professional responsibilities with honesty and integrity.

4. Support the principle of due process and protect the civil and human rights of all individuals.

5. Obey local, state, and national laws.

6. Adhere to, implement, and (as applicable) enforce the Board's policies and administrative rules and regulations.

7. Avoid using positions for personal gain through political, social, religious, economic, or other influence.

8. Accept academic degrees or professional certification only from duly accredited institutions.

9. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development.

10. Honor all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to the contract.

11. Refrain from engaging or participating in any activity and/or conduct, whether on duty or off duty, that is incompatible with the proper discharge of the employee's official duties, that would tend to impair the employee's independent judgment or action in the

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performance of the employee's professional duties, and/or that would erode the public's trust in the employee's ability to fulfill his/her professional duties.

12. Exhibit candor with supervisors and report to a supervisor any arrest or conviction of the employee that could erode the public's trust in the employee's ability to fulfill his/her professional duties.

13. Refrain from soliciting, accepting, or receiving, directly or indirectly, from any person, by rebate, gifts, or otherwise, any money, or anything of value whatsoever, or any promise, obligation, or contract for future reward or compensation in exchange for the performance of his/her duties as a Board employee. It is recognized that instructional personnel may receive unsolicited gifts from time to time from students and their families, typically associated with holidays, the end of the year or other special occasions. This policy is not intended to prevent school personnel from accepting typical and customary gifts from students and their families in such circumstances [**OPTIONAL:** in accordance with Board Policy # _____].

14. Refrain from offering or providing any special consideration, treatment, favor, or advantage to any person, beyond that which is generally available to students and their families.

15. Teachers must adhere to the Connecticut Code of Professional Responsibility for Teachers (Regulations of Connecticut State Agencies Section 10-145d-400a), which Code is incorporated herein by reference.

16. Administrators must adhere to the Connecticut Code of Professional Responsibility for School Administrators (Regulations of Connecticut State Agencies Section 10-145d-400b), which Code is incorporated herein by reference.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

Legal References:

> Regulations of Connecticut State Agencies, § 10-145d-400a Code of Professional Responsibility for Teachers; Connecticut Code of Professional
>
> Regulations of Connecticut State Agencies, § 10-145d-400b, Code of Professional Responsibility for School Administrators

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ADMINISTRATIVE REGULATIONS REGARDING CONCUSSION MANAGEMENT AND TRAINING FOR ATHLETIC COACHES

For purposes of these administrative regulations concerning training regarding concussions and head injuries, the term "**coach**" means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the [_____] Board of Education (the "Board") to coach intramural or interscholastic athletics.

Mandatory Training Concerning Concussions

1. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions, which are a type of brain injury. This training course must be approved by the State Department of Education.

2. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.

3. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.

4. Coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.

5. The Board shall consider a coach as having successfully completed the initial training course regarding concussions and head injuries if such coach completes a course that is offered by the governing authority for intramural and interscholastic athletics and is substantially similar, as determined by the Department of Education, to the training course required by subsection 1 of these administrative regulations, provided such substantially similar course is completed on or after January 1, 2010, but prior to the date

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the State Board of Education approves the training course discussed in subsection 1 of these administrative regulations.

Concussion Management

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:

   a. is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or

   b. is diagnosed with a concussion, regardless of when such concussion may have occurred.

2. Upon removal from participation, a school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall notify the student athlete's parent or legal guardian that the student athlete has exhibited such signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. Such principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall provide such notification not later than twenty-four (24) hours after such removal and shall make a reasonable effort to provide such notification immediately after such removal.

3. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.

4. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete:

   a. no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion; and

   b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

5. The Board shall prohibit a student athlete from participating in any intramural or interscholastic athletic activity unless the student athlete, and a parent or guardian of such athlete, receives training regarding the concussion education plan developed or approved by the State Board of Education by:

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a. reading written materials;

b. viewing online training videos; or

c. attending in-person training regarding the concussion education plan developed or approved by the State Board of Education.

6. The Board shall annually provide each participating student athlete's parent or legal guardian with a copy of an informed consent form approved by the State Board of Education and obtain the parent or guardian's signature, attesting to the fact that such parent or guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity.

Reporting Requirements

1. The school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach who informs a student athlete's parent or guardian of the possible occurrence of a concussion shall also report such incident to the nurse supervisor or designee.

2. The nurse supervisor, or designee, shall follow-up on the incident with the student and/or the student's parent or guardian and maintain a record of all incidents of diagnosed concussions. Such record shall include, if known:

   a. The nature and extent of the concussion; and

   b. The circumstances in which the student sustained the concussion.

3. The nurse supervisor, or designee, shall annually provide such record to the State Board of Education.

Miscellaneous

1. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.

2. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

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Legal References

Conn. Gen. Stat. § 10-149b. Concussions: Training courses for coaches. Education plan. Informed consent form.

Conn. Gen. Stat. § 10-149c. Student athletes and concussions. Removal from athletic activities.

Conn. Gen. Stat. § 10-149e. School districts to collect and report occurrences of concussions. Report by Commissioner of Public Health.

ADOPTED: _____
REVISED: _____
8/4/16
Technical Rev. 11/16/2020

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EMERGENCY ACTION PLAN FOR INTERSCHOLASTIC AND INTRAMURAL ATHLETIC EVENTS

[In accordance with Connecticut General Statutes Section 10-212i, local and regional boards of education are required, in consultation with local emergency medical services providers and allied health professionals, to develop and implement an emergency action plan for responding to serious and life-threatening sports-related injuries that occur during interscholastic and intramural athletic events. This policy outlines the requirements of such plan, but the particular components of any such plan will be district-specific and should be developed with medical professionals, as required by law.]

The _____ Board of Education (the "Board"), in consultation with local emergency medical services providers and allied health professions, authorizes the Administration to develop an emergency action plan to be followed in the event that a student sustains a serious injury or illness while participating in an interscholastic or intramural athletic event. Such plan shall include, but need not be limited to, the following components:

1) A list of the school employees, coaches or licensed athletic trainers in each school who will be responsible for implementing the emergency action plan and a description of each person's responsibilities under the plan;

2) Identification of the location(s) or venue(s) where the interscholastic or intramural athletic event is taking place;

3) A description of the equipment and supplies that may be available at the site of the interscholastic or intramural athletic event that will assist in responding to an emergency, including the location of where such equipment and supplies may be found at such site;

4) A description of the procedures to be followed when a student sustains a serious sports-related injury, including, but not limited to, responding to the injured student, summoning emergency medical care, assisting local first responders in getting to the injured student and documenting the actions taken during the emergency;

5) A description of the protocols to be followed during cardiac or respiratory emergencies, including the operation of an automatic external defibrillator, use of cardiopulmonary resuscitation or the administration of medication, in accordance with applicable state law and Board policy;

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6) A description of the protocols to be followed when a student is observed to exhibit signs, symptoms or behaviors consistent with a concussion or is diagnosed with a concussion, in accordance with applicable state law and Board policy;

7) A description of the protocols to be followed when a student suffers from a traumatic brain injury or spinal cord injury, provided such protocols are designed to include instructions that are based on the level of training of the person implementing the emergency action plan and are in accordance with best practices and state law; and

8) A description of the protocols to be followed in the event of heat and cold-related emergencies, provided such protocols are in accordance with current professional standards.

In developing the emergency action plan, the Administration may also consult recommendations from the governing authority for intramural and interscholastic athletics.

The Board shall annually review such emergency action plan and authorize the Administration to update such plan, as necessary. Any school employee, coach or licensed athletic trainer identified in the emergency action plan shall (1) annually rehearse such emergency action plan, and (2) be certified in cardiopulmonary resuscitation and have completed a course in first aid offered by the American Red Cross, the American Heart Association, the Department of Public Health, any director of health, or an organization using guidelines for first aid published by the American Heart Association and the American Red Cross.

The Board shall distribute the emergency action plan to all school employees, coaches and licensed athletic trainers identified in the emergency action plan. The Board shall also post such emergency action plan in all athletic facilities and at all sites where interscholastic and intramural athletic events will take place, and make such emergency action plan available on the Internet web site for the school district or school.

Legal References

Conn. Gen. Stat. § 10-212i. Emergency action plans for serious and life-threatening sports-related injuries during interscholastic and intramural athletic events

Connecticut Association of Schools, Connecticut Interscholastic Athletic Conference, Medical Handbook 2022-2023, available at https://www.casciac.org/pdfs/CIAC_medical_handbook22-23.pdf.

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REVISED: _____

9/2/2022

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EMPLOYMENT AND STUDENT TEACHER CHECKS

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

[*Note: This language is optional, as out-of-state registry checks are not required under Connecticut law. However, given that the intent of state law is to ensure access to all relevant background information, we have included this provision should districts wish to require this additional information.]

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

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

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

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For the purposes of this policy:

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

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

"Injury or risk of injury to, or impairing the morals of, a minor" as defined in Conn. Gen. Stat § 53-21 means (1) wilfully or unlawfully causing or permitting any child under the age of sixteen years to be placed in such a situation that the life or limb of such child is endangered, the health of such child is likely to be injured or the morals of such child are likely to be impaired, or doing any act likely to impair the health or morals of any such child; or (2) having contact with the intimate parts, as defined in Conn. Gen. Stat. § 53a-65, of a child under the age of sixteen years or subjecting a child under sixteen years of age to contact with the intimate parts of such person, in a sexual and indecent manner likely to impair the health or morals of such child; or (3) permanently transferring the legal or physical custody of a child under the age of sixteen years to another person for money or other valuable consideration or acquiring or receiving the legal or physical custody of a child under the age of sixteen years from another person upon payment of money or other valuable consideration to such other person or a third person, except in connection with an adoption proceeding that complies with the provisions of chapter 803.

"**Former employer**" means any local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator, person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

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

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer (please note the definition of "former employer" above, including the applicable twenty-year reporting period) during any of the previous twenty years, if:

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

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(ii) the applicant's employment with such current or former employer caused the applicant to have contact with children;

b. to submit a written authorization that

(i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,

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

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

c. to submit a written statement of whether the applicant

(i) has been or is the subject of an abuse or neglect or sexual misconduct investigation, or any investigation involving the injury or risk of injury to, or impairing the morals of, a minor, by any employer, state agency or municipal police department,

(ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF or any employer, state agency or municipal police department, or an allegation of sexual misconduct was pending or under investigation by any employer, state agency or municipal police department, or an allegation involving the injury or risk of injury to, or impairing the morals of, a minor, was pending or under investigation, or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or

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

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

   a. the dates of employment of the applicant, and

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

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

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

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

3. Requesting information from the Department concerning:

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

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

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c. whether the Department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

B. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, if the District receives information that an applicant for a position with or an employee of the District is under investigation or has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of such information.

C. The District shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.

D. The District may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the District's review of information received under this section, provided:

1. The applicant complied with paragraph I.A.1 of this policy;

2. The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the District; and

3. The applicant affirms that the applicant is not disqualified from employment with the District.

E. The District shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

1. Has the effect of suppressing or requiring the nondisclosure of information relating to a pending investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the District to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or

3. Requires the District to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the District, unless, after investigation, such allegation is found to be false.

F. The District shall not offer employment to a person as a substitute teacher, unless such person and the District comply with the provisions of paragraph I.A.1 of this policy. The District shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The District shall not hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the District as a substitute teacher, as described in paragraph III.B.2 of this policy, provided the

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District does not have any knowledge of a reason that such person should be removed from such list.

G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b of this policy. Such contractor shall contact any current or former employer (please note the definition of "former employer" above, including the applicable twenty-year reporting period) of such employee that was a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee's employment with such current or former employer caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there is a pending or open investigation or was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such investigation or finding, either telephonically or through written communication. If the contractor receives any information indicating such investigation or finding or otherwise has knowledge of such investigation or finding, the contractor shall, notwithstanding the provisions of subsection (g) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the District, either telephonically or through written communication. If the District receives such information, it shall determine whether such employee of the contractor may work in a position involving direct student contact at any school in the District. No determination by the District that any such employee of the contractor shall not work under any such contract in any such position shall constitute a breach of such contract.

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

1. denial of employment, or

2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151, or

3. termination of a non-certified employee in accordance with applicable law and/or any applicable collective bargaining agreement, contract or District policy.

I. If the District provides information in accordance with paragraph I.A.2 or I.G of this policy, the District shall be immune from criminal and civil liability, provided the District did not knowingly supply false information.

J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (g) of Conn. Gen. Stat. § 31-51i, the District shall provide, upon request by another local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G of this policy or to the Commissioner of Education pursuant to paragraph

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I.B of this policy any information that the District has concerning an investigation or finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

K. Prior to offering employment to an applicant, the District shall make a documented good faith effort to contact each current and any former employer (please note the definition of "former employer" employer above, including the applicable twenty-year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator, or supervisory agent of a nonpublic school, or if the applicant's employment with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant's fitness for employment, including whether there is a pending investigation of the applicant for allegations of abuse or neglect or sexual misconduct. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

L. The District shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, council of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the applicant (1) has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, or (2) has had an allegation of abuse or neglect or sexual misconduct substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the District, and before a student who is enrolled in a teacher preparation program in the District, as defined in section 10-10a of the Connecticut General Statutes, and completing a student teaching experience with the District, begins such student teaching experience, the District shall require such applicant or student to submit to a records check of information maintained on the Registry concerning the applicant.

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

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

A. No later than ten (10) calendar days after the Superintendent or the Superintendent's designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or the Superintendent's designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF***[, or its out of state equivalent when available,]*** for obtaining information from the Registry.

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B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or the Superintendent's designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF ***[or its out of state equivalent]***, with a copy to the Superintendent or the Superintendent's designee. Failure of the applicant to submit the signed form to DCF ***[or its out of state equivalent]*** within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

C. Upon receipt of Registry ***[or out-of-state registry]*** information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.

D. If notification is received by the Superintendent or the Superintendent's designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or the Superintendent's designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or the Superintendent's designee shall revoke the offer of employment and/or terminate the applicant's employment if the applicant has already commenced working for the District.

III. Criminal Records Check Procedure

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

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

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

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

4. Upon receipt of a criminal records check indicating a previously undisclosed conviction, the Superintendent or the Superintendent's designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal records check. The affected applicant/employee may notify the Superintendent or the Superintendent's designee in writing within five (5) calendar days that the affected applicant/employee will challenge such individual's criminal history records check. Upon written notification to the Superintendent or the Superintendent's designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or the Superintendent's designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or the Superintendent's designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

6. Notwithstanding anything in paragraph III.A.5 of this policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this policy, above.

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

A substitute teacher who is hired by the District must submit to state and national criminal history records checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history records checks for a substitute teacher have been completed within one year prior to the date the District hired the substitute teacher, and if

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SG-238834v23

the substitute teacher arranged for such prior criminal history records checks to be forwarded to the Superintendent or the Superintendent's designee, then the substitute teacher will not be required to submit to another criminal history records check at the time of such hire.

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

IV. Sex Offender Registry Checks

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

V. Credit Checks

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

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

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

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1. any account or service provided by District or by virtue of the applicant's employment relationship with the District or that the applicant uses for the District's business purposes, or

2. any electronic communications device supplied or paid for, in whole or in part, by the District.

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

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or

2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the District's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

A. A student employed by the District who attends a District school.

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

X. Falsification of Records

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

[** Note: This is a sample policy designed to provide compliance with the provisions of Connecticut General Statutes §§ 10-221d and 10-222c. Individual boards of education may wish to treat certain aspects of this policy differently. For example, a board of education may wish to do the required fingerprinting on-site, using board personnel. Also, a board of education may request a regional educational service center to arrange the taking and forwarding of the fingerprints, with the direction to provide the board of education with the results of the criminal history records checks.*]

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

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

VI. Notice of Conviction

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

VII. School Nurses

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

VIII. Personal Online Accounts

For purposes of this policy, "personal online account" means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

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

1. request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing a personal online account;

2. request or require that an applicant authenticate or access a personal online account in the presence of District personnel; or

3. require that an applicant invite a supervisor employed by the District or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the applicant.

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

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Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 26-139, "An Act Concerning Various Revisions to the Education Statutes."

Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C.§ 6301 *et seq.*

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

ADOPTED:_____
REVISED:_____

8/24/2026

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SHIPMAN

Series 4000
Personnel

EMPLOYEE USE OF THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS

Computers, computer networks, electronic devices, Internet and/or WiFi access, and electronic messaging systems are effective and important technological resources. The _____ Board of Education (the "Board") has installed computers and a computer network(s), including Internet and WiFi access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer networks, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the _____ Public Schools (the "District").

These computer systems are business and educational tools. As such, they are made available to Board employees for business and education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate business and education-related purposes.

In accordance with applicable laws and the Administrative Regulations associated with this policy, the system administrator and others managing the computer systems may access electronic messaging systems (including email) or monitor activity on the computer system or electronic devices accessing the computer systems at any time and for any reason or no reason. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual

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users and can bypass such passwords. In addition, review of electronic messaging systems (including email), messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including but not limited to, Twitter/X, Facebook, LinkedIn, Instagram, YouTube, TikTok, Reddit, and Tumblr.

Incidental personal use of the computer systems may be permitted solely for the purpose of email transmissions and access to the Internet/WiFi on a limited, occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

Users should not have any expectation of personal privacy in the use of the computer systems or other electronic devices that access the computer system. Use of the computer systems represents an employee's acknowledgement that the employee has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of electronic activity using the District systems or access.

Legal References:

Conn. Gen. Stat. § 31-40x
Conn. Gen. Stat. § 31-48b
Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et seq.*
Electronic Communications Privacy Act, 18 U.S.C. §§ 2510 through 2523

ADOPTED:_____
REVISED:_____

8/24/2026

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SHIPMAN

Series 4000
Personnel

EXERTIONAL HEAT ILLNESS AWARENESS FOR INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

Prior to commencing a coaching assignment for the season, each coach who holds or is issued a coaching permit by the State Board of Education and is a coach of any_____ Board of Education ("Board") intramural or interscholastic athletics shall complete an exertional heat illness awareness education program developed or approved by the governing authority for intramural and interscholastic athletics (the "Program"). Such program shall include, but need not be limited to, (1) the recognition of the symptoms of an exertional heat illness, (2) the means of obtaining proper medical treatment for a person suspected of having an exertional heat illness, and (3) the nature and risk of exertional heat illness, including the danger of continuing to engage in athletic activity after sustaining exertional heat illness and the proper method of allowing a student athlete who has sustained exertional heat illness to return to athletic activity.

Any person who holds or is issued a coaching permit by the State Board of Education and is a coach of Board intramural or interscholastic athletics shall annually review the Program.

Upon development by the governing authority for intramural and interscholastic athletics of a model exertional heat illness awareness plan, the Board shall implement such plan by utilizing written materials, online training or videos or in-person training that shall address, at a minimum: (1) the recognition of signs or symptoms of exertional heat illness, (2) the means of obtaining proper medical treatment for a person suspected of an exertional heat illness, (3) the nature and risks of exertional heat illness, including the danger of continuing to engage in athletic activity after experiencing exertional heat illness, (4) the proper procedures for allowing a student athlete who has experienced exertional heat illness to return to athletic activity, and (5) best practices in the prevention and treatment of exertional heat illness.

The Board shall provide each participating student and each participating student's parent or legal guardian with information regarding exertional heat illness awareness. The Board shall prohibit a student athlete from participating in any intramural or interscholastic activity unless the student athlete, and a parent or guardian of such student athlete, (1) reads written materials, (2) views online training or videos, or (3) attends in-person training regarding exertional heat illness awareness. Acknowledgment of adherence to this standard by the student athlete and the parent or guardian shall be made by the parent's or guardian's signature on an athletic participation informed consent form issued by the Board.

Legal References

Conn. Gen. Stat. § 10-149h. Exertional heat illness awareness education program

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REVISED: _____

9/2/2022

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Series 4000
Personnel

FAMILY AND MEDICAL LEAVE

[NOTE TO CLIENT: Among other changes, effective October 1, 2025, employees working for boards of education in positions that do not require professional certification under Chapter 166 of the Connecticut General Statutes will be eligible for leave in accordance with the Connecticut Family and Medical Leave Act. This policy has been developed for implementation on and after October 1, 2025.]

PURPOSE

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

ELIGIBILITY

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.*, a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

DEFINITIONS

Genetic information: For purposes of this policy, "genetic information" includes an individual's family medical history, an individual's or family member's genetic tests, and/or the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research which includes genetic services.

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"Genetic information" includes genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an "instructional employee" is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees. If an employee is an instructional employee, special rules governing the administration of Federal FMLA leave may apply.

Noncertified employee: For purposes of this policy, "noncertified employee" means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes. This noncertified employee designation is relevant solely to CT FMLA eligibility and does not affect an employee's rights or obligations under the Federal FMLA.

REASONS FOR LEAVE

(a) Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to care for a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee's spouse, child, or parent's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from **[*e.g.*, the Human Resources office]**):
    - short-notice deployment;
    - military events and related activities;
    - childcare and school activities;
    - financial and legal arrangements;
    - counseling;

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- rest and recuperation;
- post-deployment activities;
- parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
- additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

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

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

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

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

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care,

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(2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of **[*NOTE: The employer has the option of selecting one of the following four methods of calculating the 12-month period. If the employer has not chosen, then its inaction would require it to use the most favorable (for the employee under the circumstances), of the following alternatives for each employee who takes leave*: (1) the calendar year; (2) any fixed 12-month "leave year" such as a fiscal year or a year starting on the employee's anniversary date; (3) the 12-month period measured forward from the initial date of an employee's first leave under this policy; or (4) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. *NOTE: To change calculation methods, the employer must plan ahead, giving at least sixty (60) days' notice to all employees, and make no reduction in rights for employees using/requesting leave at the time of transition*].**

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

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

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

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

TYPES OF LEAVE AND CONDITIONS

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

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or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

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

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

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

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

[***OPTIONAL SECTION– if employer offers temporary light duty:***

(d) Light Duty

Should an employee be offered a light duty opportunity during a period of Federal and/or CT FMLA leave, time spent performing the light duty assignment will not count against the employee's applicable FMLA leave entitlement. The employee's right to restoration to the employee's job will be held in abeyance during the light duty assignment, or until the end of the applicable 12-month FMLA leave period.]

[OPTIONAL SECTION - if employer has a uniformly applied policy governing outside or supplemental employment

(e) Outside/Supplemental Employment

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The Board's policy governing outside or supplemental employment shall continue to apply to an employee while on Federal FMLA and/or CT FMLA leave.]

REQUESTS FOR LEAVE

(a) Foreseeable Leave

An employee must notify the [**FMLA Administrator/HR Department**] of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

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

SCHEDULING PLANNED MEDICAL TREATMENT

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the [**FMLA Administrator/Human Resources Department]** and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the [**FMLA Administrator/Human Resources Department]** prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

REQUIRED CERTIFICATIONS/DOCUMENTATION

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a

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complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the **[FMLA Administrator/Human Resources Department]** of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

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

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

[NOTE: The medical certification form should include the above language related to GINA.]

USE OF PAID LEAVE

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave

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will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority') for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

[OPTIONAL: The Board shall require employees to use applicable PTO concurrently with their CT FMLA leave, subject to their right to retain up to two weeks of accrued PTO. If, after exhausting other applicable PTO, an employee does not wish to retain two weeks of accrued PTO while on approved CT FMLA leave, the Board shall permit the employee to receive these accrued PTO benefits concurrently with their CT Paid Leave benefits, if any, provided the total compensation of such covered employee during such period of leave shall not exceed such covered employee's regular rate of compensation.]

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

MEDICAL INSURANCE AND OTHER BENEFITS

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period

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of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue **[list benefits, such as seniority, pension benefits, or sick or vacation leave],** unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

REINSTATEMENT

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

COMPLAINTS

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor

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Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Superintendent or designee or [**FMLA Administrator/Human Resources Department**]. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:

Connecticut:

Conn. Gen. Stat. § 31-51kk et seq.

Conn. Gen. Stat. § 31-49e et seq.

Regs. Conn. State Agencies 31-51qq, et seq.

Federal:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

ADOPTED: _____
REVISED: _____

8/24/2026

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HIRING OF CERTIFIED STAFF

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools. The Board of Education shall be responsible for the appointment of all building level and district-wide administrator positions. The Board of Education shall make such appointments in accordance with the procedures set forth in Section 10-151 of the Connecticut General Statutes, and in accordance with any applicable collective bargaining agreement.

The Superintendent of Schools shall be responsible for appointments to all other positions requiring a certificate issued by the State Board of Education.

[Note: Under Conn. Gen. Stat. §10-151, a board of education has the option of delegating authority for the hiring of certified staff to the Superintendent of Schools. This model policy reserves to the Board the hiring of administrators. While individual boards of education may wish to strike this balance differently, it is important for a board of education to make very clear through Board policy who has what authority with regard to the hiring of teachers and administrators.]

Legal Reference:

Connecticut General Statutes §10-151

ADOPTED:_____
REVISED:_____

Last reviewed 7/18/2016

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HIRING OF NON-CERTIFIED STAFF

It is the policy of the Board of Education to appoint the most qualified applicants to positions of employment within the Public Schools, subject to the provisions of any applicable collective bargaining agreement. The Superintendent of Schools or his/her designee shall be responsible for appointments to all positions of employment within the Public Schools which do not require a certificate issued by the State Board of Education.

Legal Reference:

Connecticut General Statutes § 10-220

ADOPTED:_____
REVISED:_____

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[A Board of Education Policy on nepotism is not required by law and is, therefore, a discretionary decision for the Board of Education. This model policy is provided for the Board's consideration. Pursuant to Conn. Gen Stat. §§ 7-148(c)(10)(B) and 7-148h, a municipality can adopt its own ethics code and establish a board or agency to investigate allegations of unethical conduct. If the Board wishes to adopt a nepotism policy, it should determine whether the town or municipality has adopted an ethics code and, if so, whether it contains any relevant provisions, such as an explicit ban on nepotism or a prohibition against municipal employees from using their positions to financially benefit relatives or immediate family members.]

NEPOTISM

Purpose

It is the policy of the [_____] Board of Education (the "Board") to recruit and hire qualified applicants for employment within the [_____] Public Schools (the "District"), while avoiding both nepotism and the appearance of nepotism.

Definitions

"Immediate family" means a spouse, child, parent, sister, brother, half-sister or half-brother.

"Relative" means a sister-in-law, brother-in-law, mother-in-law, father-in-law, daughter-in-law, son-in-law, step parent, aunt, uncle, niece, nephew, first cousin, grandparent, step child, foster child, grandchild or individual living in the same household.

"Familial relationship" means a relationship between a member of one's immediate family or a relative, as defined within this policy.

Prohibitions on Hiring

No relative or immediate family member of the Superintendent of Schools ("Superintendent") shall be hired to any position of employment.

No immediate family member of a Board member or any other district-level administrator shall be hired to any position of employment.

Restrictions on Employment of Relatives

No individuals shall be hired in a position of employment that would result in a supervisory or

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evaluative relationship between a current employee and a relative.
No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of his or her relatives.

Employees will not be hired, promoted, transferred or assigned to work in positions in the same school or work unit or department in which a relative is already employed, unless the Superintendent approves such an assignment in writing.

No administrator or supervisor shall supervise any of his or her relatives.

Employees will not be hired, promoted, transferred or assigned to work in positions in which they will have access to confidential information regarding a relative, such as, but not limited to, information regarding benefits selections, confidential medical information or personnel records that are not subject to public disclosure.

No individuals shall be hired in a position of employment that would result in a supervisory or evaluative relationship between a current employee and a relative.

Restrictions on Employment of Immediate Family Members

No employee may be involved in the process of screening for advancement in the application process, interviewing or hiring of an immediate family member.

Employees will not be hired, promoted, transferred or assigned to work in positions in the same school or work unit or department in which an immediate family member is already employed, unless the Superintendent approves such an assignment in writing.

No person who is a member of the immediate family of a building administrator or department supervisor may be nominated for or transferred or otherwise assigned to any position within that administrator's building or supervisor's department. No administrator or supervisor shall supervise any member of his or her immediate family.

Employees will not be hired, promoted, transferred or assigned to work in positions in which they will have access to confidential information regarding an immediate family member, such as, but not limited to, information regarding benefits selections, confidential medical information or personnel records that are not subject to public disclosure.

Disclosure Requirements

A Board member or administrator who has an existing familial relationship with an employee, as defined above, or who has had a change in circumstances which creates a familial relationship with any employee of the District, shall declare such relationship to the Superintendent or Chair of the Board immediately.

If a change in circumstances creates a familial relationship between an employee and his or her supervisor, the Board, through its Superintendent, reserves the right to seek a transfer of any employee in order to resolve any concerns about the operations of the district with respect to

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nepotism or the appearance of nepotism. The Superintendent may also provide for the evaluation and/or supervision of the employee outside of the typical chain of command in order to resolve any concerns about nepotism or the appearance of nepotism.

A Board member or administrator who knows that his or her relative or immediate family member has applied for a position with the District shall declare such relationship to the Superintendent or the Chair of the Board as soon practicable.

In addition to the requirements set forth above regarding familial relationships, if a romantic relationship develops between an employee and (1) an administrator who has a supervisory or evaluative relationship with the employee, or (2) a member of the Board, the affected administrator or member of the Board shall declare such relationship to the Superintendent.

Recusal

A member of the Board should not vote on any action of the Board that will directly affect a relative or member of his or her immediate family.

Discharge and Denial of Re-Employment

No current employee will be discharged or denied re-employment pursuant to an applicable recall provision based on this policy.

ADOPTED:_____
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Technical Rev. 9/16/20

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NON-DISCRIMINATION

Protected Class Discrimination Prohibited:

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

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

Discrimination on the Basis of Erased Criminal History Prohibited:

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

Retaliation Prohibited:

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

Discrimination on the Basis of Protected Class Association Prohibited:

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

Scope and Applicability:

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

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination

It is illegal for employers to treat employees differently in relation to hiring, discharging, compensating, or providing the terms, conditions, and privileges of employment because of such employee's actual or perceived membership in a Protected Class.

B. Harassment

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

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to an intimidating, hostile, or abusive environment, and are therefore prohibited by this policy:

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

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

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Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, contact the District's Title IX Coordinator at:

[contact information]

C. Genetic information

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

D. Veteran

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

E. Gender identity or expression

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

F. Sexual orientation

Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any

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identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

G. Race

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

H. Domestic violence

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

Reporting to District Officials:

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

Any employee who believes they or another employee has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **[Identify Appropriate Personnel]** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Personnel, which accompany

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this policy and are available online at **[Insert website address for Board polices]** or upon request from the main office of any District school.

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

If a complaint involves allegations of discrimination or harassment based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment.

If a complaint involves allegations of discrimination or harassment based on disability, such complaints will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA.

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

Mandatory Staff Reporting for Student Incidents:

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

[Identify Appropriate Personnel].

Remedial Action:

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

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

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

A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational

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Series 4000
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ADMINISTRATIVE REGULATIONS REGARDING OCCUPATIONAL SAFETY AND HEALTH (GENERAL)

[NOTE TO CLIENT: Adoption of these administrative regulations does not satisfy the district's occupational safety and health obligations, and these regulations direct the district to establish a CONN-OSHA compliance plan as may be required and in accordance with applicable law. Because such plans must be customized to reflect district-specific operations, facilities and personnel, we have not included model plans with these administrative regulations. Please see Appendix A for additional recommendations about the development of required plans.]

The _____Board of Education (the "Board") is committed to promoting a safe and healthful work environment for its staff.

In pursuit of this goal, and in accordance with United States Department of Labor, Occupational Safety and Health Administration ("OSHA") regulations as enforced in Connecticut public schools by the Connecticut Department of Labor, Occupational Safety and Health Division ("CONN-OSHA"), the _____ Public Schools (the "District") shall establish a comprehensive written CONN-OSHA Compliance Plan (the "Plan") as may be required by and in accordance with applicable law. The Plan shall be reviewed and updated at least annually.

The Plan shall be developed, maintained, and implemented based on the District's operations, facilities, and personnel. Depending on the District's operations, facilities, and other relevant factors, the Plan may include the following, as well as any other programs or plans required to comply with CONN-OSHA requirements:

- a hazard communication program;
- an energy control and/or lockout/tagout program;
- a chemical hygiene plan;
- a silica exposure control plan;
- a respiratory protection program;
- an emergency action plan; and/or
- a fire prevention plan.

The District shall also develop and implement an exposure control plan to address exposure to bloodborne pathogens, as set forth in the District's Administrative Regulations Regarding Occupational Safety and Health (Bloodborne Pathogens).

The District shall provide training to relevant employees as required by each applicable OSHA standard incorporated through CONN-OSHA and included in the District's Plan.

Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;

8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

II. Procedures

A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.

B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner provided that 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.

C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.

D. Any school personnel with a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee must obtain prior, written consent from the child's parent or guardian to communicate with such outside medical practitioners. Any school health or mental health personnel, as defined above, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained consent from the parent(s) or guardian(s) of the child, in accordance with Section II.D., above. Nothing in this policy shall prevent a Planning and Placement Team from recommending a medical evaluation as part of an initial evaluation or

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The District shall assure that employees who decline to accept the hepatitis B vaccination offered by the District sign a hepatitis B vaccine declination statement. *See* Appendix A.

The District shall maintain training records for each At-Risk Employee upon completion of training; medical records for each employee with occupational exposure, as required by applicable law; injury logs pursuant to OSHA's recordkeeping requirements; and a sharps injury log.

Legal References:

29 C.F.R. Part 1904	Recording and reporting occupational injuries and illnesses
29 C.F.R. §1910.1030	Bloodborne pathogens
Conn. Gen. Stat. § 10-203	Compliance with public health statutes and regulations
Conn. Gen. Stat. § 31-367 *et seq.*	Occupational Safety and Health Act
Regs. Conn. State Agencies § 31-374-1	Reporting and recordkeeping standards
Regs. Conn. State Agencies § 31-372-101-1910 (adopting 29 C.F.R. §1910.1030)	

ADOPTED: _____
REVISED: _____

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PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. Moreover, personnel may not require that a child obtain a prescription for a controlled substance (as defined in the Controlled Substances Act, 21 U.S.C. § 801 et seq.) in order for the child to: 1) attend school; 2) receive an initial evaluation or reevaluation to determine a child's eligibility for special education; or 3) receive special education and related services. Notwithstanding the foregoing, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parent(s) or guardian(s) of such child, in accordance with the procedures outlined below.

I. Definitions

For purposes of this policy, the following definitions apply:

A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.

B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.

C. School health or mental health personnel means:

1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;

2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;

3. school psychologists;

4. school social workers;

5. school counselors;

6. school administrators;

7. other school personnel (such as a teacher designated as a child's Case Manager) who have been identified by a Planning and

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The District shall maintain, in accordance with applicable retention periods, all records required by CONN-OSHA, including but not limited to injury and illness logs, exposure monitoring records, training documentation, medical records, equipment inspection logs, and such other records as may be required by specific OSHA standards applicable to the District's operations.

Legal References:

29 C.F.R. Part 1904	Recording and reporting occupational injuries and illnesses
29 C.F.R. § 1910.38	Emergency action plans
29 C.F.R. § 1910.39	Fire prevention plans
29 C.F.R. § 1910.134	Respiratory protection
29 C.F.R. § 1910.147	The control of hazardous energy (lockout/tagout)
29 C.F.R. § 1910.1200	Hazard communication
29 C.F.R. § 1926.1153	Respirable crystalline silica
29 C.F.R. § 1910.1450	Occupational exposure to hazardous chemicals in laboratories
Conn. Gen. Stat. § 10-203	Compliance with public health statutes and regulations
Conn. Gen. Stat. § 31-367 *et seq.*	Occupational Safety and Health Act
Regs. Conn. State Agencies § 31-374-3	Reporting and recordkeeping standards

Regs. Conn. State Agencies § 31-372-101-1910 (adopting, among other OSHA standards, 29 C.F.R. §§ 1910.38; 1910.39; 1910.134; 1910.147; 1910.1200; 1926.1153; and 1910.1450)

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reevaluation, as needed to determine a child's (i) eligibility for special education and related services, or (ii) educational needs for an individualized education program.

Legal References:

Conn. Gen. Stat. § 10-76d	Duties and powers of boards of education to provide special education programs and services.
Conn. Gen. Stat. § 10-212b	Policies prohibiting the recommendation of psychotropic drugs by school personnel.
34 C.F.R. § 300.174	Prohibition on mandatory medication.

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8/4/16
Technical Rev. 11/19/2020

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POLICY REGARDING EMPLOYEES AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

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

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

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

[Insert Name, Title, Address, Telephone Number, and Email Address]

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

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

Employees may also file a complaint regarding employment discrimination on the basis of disability with the Equal Employment Opportunity Commission, Boston Area Office,

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John F. Kennedy Federal Building, 15 New Sudbury Street, Room 475, Boston, MA 02203-0506 (telephone number: 800-669-4000).

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Blvd., Hartford, CT 06103-1835 (telephone number: 800-477-5737).

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator at the contact information provided above.

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

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Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The District administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is _____ ***[include name or title - this may be multiple individuals]***. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact ***[must include all of this contact information]***:

OFFICE ADDRESS
ELECTRONIC MAIL ADDRESS
TELEPHONE NUMBER

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sexual harassment and/or sex discrimination under Title IX to the U.S. Department of Education: Office for Civil Rights, Washington DC Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-1475 (Telephone (202) 453-6020).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

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POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT IN THE WORKPLACE (PERSONNEL)

It is the policy of the _____ Board of Education (the "Board") for the _____ Public Schools (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the "Administrative Regulations").

Sex discrimination occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to the individual's compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination also occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

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Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo)*;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment under Title VII and Connecticut law means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Under Connecticut law, discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of sexual orientation or gender identity and expression.

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

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Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination: Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

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Personnel

SOCIAL MEDIA

The _____ Board of Education (the "Board") recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in this policy, its implementing regulations or its enforcement is intended to limit an employee's right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees' use of personal online accounts, will not be a legal or policy issue. However, the Board will regulate disruptive communications and/or actions by members of the school community when school officials determine that such communications or actions:

1) cause legally sufficient interference with, disruption to, or undermining of the effective operation of the _____ Public Schools (the "District") or a school or program operated by the District such that regulation of such communications comports with the First Amendment and other applicable laws;
2) are used to engage in harassing, defamatory, obscene, abusive, discriminatory, threatening, or similarly inappropriate communications (e.g., when such speech relates to a matter of public concern and its disruptive impact outweighs the importance of the speech);
3) create a hostile work environment;
4) breach confidentiality obligations of Board employees; and/or
5) violate the law, Board policies, and/or other school rules or regulations.

Employees' use of social media on behalf of the District will be addressed as speech pursuant to duty under applicable First Amendment principles.

The Board, through its Superintendent, will adopt and maintain administrative regulations to implement this policy.

Legal References:

U.S. Constitution, Amend. I
Pickering v. Board of Education, 391 U.S. 563 (1968)
Connick v. Myers, 461 U.S. 138 (1983)
Garcetti v. Ceballos, 547 U.S. 410 (2006)
Lindke v. Freed, 601 U.S. 187 (2024)

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Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Constitution, Article I, Sections 3, 5, 6
Conn. Gen. Stat. § 31-40x
Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. § 31-51q
Conn. Gen. Stat. §§ 53a-182; 53a-183

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Personnel

ADMINISTRATIVE REGULATIONS REGARDING USE OF SOCIAL MEDIA

The _____ Board of Education (the "Board") recognizes the importance and utility of social media and networks for its employees. The laws regarding social media continue to evolve and change. Nothing in the Board's policy, these administrative regulations or the enforcement thereof is intended to limit an employee's right to use social media or personal online accounts under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. The Board will resolve any conflict between the Board's policy or these regulations and applicable law in favor of the law.

Ordinarily, the use of social media by employees, including employees' use of personal online accounts, will not be a legal or policy issue. However, the Board will regulate disruptive communications and/or actions by members of the school community when school officials determine that such communications or actions:

1) cause legally sufficient interference with, disruption to, or undermining of the effective operation of the Board or the _____ Public Schools (the "District") or a school or program operated by the District such that regulation of such communications comports with the First Amendment and other applicable laws;
2) are used to engage in harassing, defamatory, obscene, abusive, discriminatory, threatening, or similarly inappropriate communications (e.g., when such speech relates to a matter of public concern and its disruptive impact outweighs the importance of the speech);
3) create a hostile work environment;
4) breach confidentiality obligations of Board employees; and/or
5) violate the law, Board policies, and/or other school rules or regulations.

Employees' use of social media on behalf of the District will be addressed as speech pursuant to duty under applicable First Amendment principles.

Definitions

"*Social media*" includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes, but is not limited to, the following websites or applications, including an employee's personal online account using such social media:

(1) social-networking (*e.g.*, Facebook, LinkedIn, BlueSky);

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(2) blogs and micro-blogs (*e.g.*, X, Tumblr, Medium);
(3) content-sharing (*e.g.*, Scribd, SlideShare, DropBox, Box, iCloud);
(4) image sharing, video sharing or livestreaming (e.g., TikTok, Snapchat, YouTube, Instagram, Pinterest, Twitch, Discord);
(5) other sharing sites or apps such as by sound, location, news, or messaging, etc. (*e.g.*, Reddit, Kik, SoundCloud, WhatsApp). The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of social media.

"*Board of Education*" or "*Board*" includes all names, logos, buildings, images, and entities under the authority of the Board and/or the District.

"*Electronic communications device*" includes any electronic device that is capable of transmitting, accepting or processing data, including, but not limited to, a computer, computer network and computer system, and a cellular or wireless device.

"*Personal online account*" includes any online account that is used by an employee exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to electronic mail, social media, and retail-based Internet websites. Personal online account does not include any account created, maintained, used or accessed by an employee for a business, educational, or instructional purpose of the Board.

Rules Concerning District-Sponsored Social Media Activity

1. In order for an employee to use social media sites as an educational tool or in relation to extracurricular activities or programs of the District, the employee must seek and obtain the prior permission of the employee's supervisor.

2. Employees may not use personal online accounts to access social media for classroom activities without express permission of the employee's supervisor. Where appropriate and with permission, District-sponsored social media accounts should be used for such purposes.

3. If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements, etc., for a school-based club, school-based activity, official school-based organization, or official school-based sports team (collectively, a "school-based group"), the employee must also comply with the following rules:

    - The employee must receive the permission of the employee's immediate supervisor.
    - The employee must not use the employee's personal online account for such purpose but shall use a Board-issued account.

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- The employee must ensure that such social media use is compliant with all Board policies, regulations, and applicable state and federal law, including the provision of required legal notices and permission slips to parents.
- The employee must set up the school-based group as a group list which will be "closed" (*e.g.*, membership in the group is limited to students, parents/guardians, and appropriate school personnel), and "monitored" (*e.g.*, the employee has the ability to access and supervise communications on the social media site).
- Parents/guardians shall be permitted to access any page that their child has been invited to join.
- Access to the page may only be permitted for educational purposes related to the school-based group.
- The employee responsible for the page will monitor it regularly. If members of the group are permitted to contribute or comment on the site, the employee will monitor the communications and address any inappropriate communications in a manner designed to be consistent with Board policies, administrative regulations, and applicable law.
- The employee's supervisor shall be permitted access to any page established by the employee for a school-based group or school-related purpose.
- Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such District-sponsored social media activity.

4. Employees are prohibited from making harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate statements in their social media communications using District-sponsored sites or accounts or through Board-issued electronic accounts.

5. Employees are required to comply with all Board policies and procedures and all applicable laws with respect to the use of electronic communications devices, networks, Board-issued accounts, or when accessing District-sponsored social media sites or while using personal devices on the District's wireless network or while accessing District servers.

6. The Board reserves the right to monitor all employee use of District computers and other electronic devices, including employee blogging and social networking activity. An employee should have no expectation of personal privacy in any communication made through social media, including personal online accounts, while using District electronic communications devices or while accessing District networks from a privately owned device.

7. All communications through District-sponsored social media or Board-issued electronic accounts must comply with the Board's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the

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employee shall consult with the employee's supervisor prior to communicating such information.

8. An employee may not link a District-sponsored social media page to any personal online account or sites not sponsored by the District.

9. An employee may not use District-sponsored social media or Board-issued electronic accounts for communications for private financial gain, political, commercial, advertisement, proselytizing or solicitation purposes.

10. An employee may not use District-sponsored social media or Board-issued electronic accounts in a manner that misrepresents the views of the Board, individual school, or District, or in a manner that could reasonably be construed as such.

Rules Concerning Personal Online Accounts

1. The Board understands that employees access social media and the web for personal matters. The Board reserves the right to monitor all employee use of District electronic communications devices, including a review of online and personal social media activities using such devices. An employee should have no expectation of personal privacy in any personal communication made through social media while using District computers, District-issued cellular telephones, other electronic communications devices or when accessing District networks. While the Board reserves the right to monitor use of its electronic communications devices, employees may engage in incidental personal use of social media in the workplace so long as such use is not during times the employee is responsible for supervising or instructing students or otherwise engaged in their job duties, does not interfere with operations and productivity, and does not violate other Board policies and/or procedures.

2. An employee may not mention, discuss, reference, or link to the Board of Education, the District or its individual schools, programs or school-based groups, including sports teams, using personal online accounts or other sites or applications in a manner that could reasonably be construed as an official Board or District communication, unless the employee also states within the communication that such communication is the personal view of the employee of the District and that the views expressed are the employee's alone and do not represent the views of the District or the Board. An example of such a disclaimer is: "The opinions and views expressed are those of the author and do not necessarily represent the position or opinion of the school district or Board of Education." For example, except as may be permitted by Board policy, employees may not provide job references for other individuals on social media that indicate that such references are made in an official capacity on behalf of the Board or District.

3. Employees should be aware that, in certain circumstances, their posts on personal social media pages could be considered "mixed use" for both personal and government (e.g., school district) action. To avoid a finding of state action on their

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personal pages, employees should take reasonable steps to refrain from posting anything that could be interpreted as an official action attributable to the Board or the District. Employees who fail to make clear that they are speaking in their personal, not official, capacity may expose themselves to liability in certain circumstances, including the liability associated with deleting comments from and/or blocking an individual from their social media pages.

4. Employees should not use the buildings, grounds or equipment of the District to which they have access as an employee to record any audio or video file intended to be posted to personal social media. This provision shall not prevent employees from creating personal social media posts in appropriate circumstances when in the buildings or on the grounds of the District as a community member, for example, when attending a school event as a parent.

5. Employees are required to maintain appropriate professional boundaries with students, parents and guardians, and colleagues. For example, absent an unrelated online relationship (*e.g.*, relative, family friend, other affiliation (such as scout troop, religious affiliation, or community organization) or pre-existing personal friendship unrelated to school), it is not appropriate for a teacher or administrator to "friend," "follow," or otherwise establish special relationships with selected students, parents, or guardians through personal online accounts, and it is not appropriate for an employee to give students or parents access to personal postings unrelated to school.

6. Employees are advised to refrain from engaging in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications through personal online accounts. Such communications reflect poorly on the District's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill the employee's professional responsibilities.

7. Employees are individually responsible for their personal communications through social media and personal online accounts. Employees may be sued by other employees, parents, guardians, or others, and any individual that views an employee's communication through social media and personal online accounts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work or educational environment. In addition, employees should consider refraining from posting anything that belongs to another person or entity, such as copyrighted publications or trademarked images. As all of these activities are outside the scope of employment, employees may be personally liable for such claims.

8. Employees are required to comply with all Board policies and procedures with respect to the use of electronic communications devices when accessing personal online accounts and/or social media through District computer systems. Any access to personal online accounts and/or personal social media activities while on school property or using District equipment must comply with those policies and may not interfere with an employee's duties at work.

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9. All communications through personal online accounts and/or social media must comply with the Board's policies concerning confidentiality, including the confidentiality of student information. If an employee is considering sharing information and is unsure about the confidential nature of the information, the employee shall consult with the employee's supervisor prior to communicating such information.

10. An employee may not post official Board or District material using a personal online account without written permission of the employee's supervisor.

11. All of the Board's policies and administrative regulations apply to employee use of personal online accounts in the same way that they apply to conduct that occurs in the workplace and off duty conduct.

Access to Personal Online Accounts

1. An employee may not be required by the employee's supervisor to provide the employee's username, password, or other means of authentication of a personal online account.

2. An employee may not be required to authenticate or access a personal online account in the presence of the employee's supervisor.

3. An employee may not be required to invite or accept an invitation from the employee's supervisor or required to join a group with the employee's personal online account.

[OPTIONAL SECTION ON CROWDFUNDING:
SELECT EITHER
Use of Crowdfunding Activities
OR
Prohibition on Crowdfunding Activities:

Use of Crowdfunding Activities

Prior to engaging in any crowdfunding activities (*e.g.*, DonorsChoose, Kickstarter, GoFundMe, etc.) for the Board, its schools, classes, or extracurricular teams or clubs, an employee must first apply in writing to the building principal and receive approval for the crowdfunding activity. Such written application must include the name of the website or application to be utilized, a full description of the reason for the crowdfunding activity, a copy of the proposed personal profile to be listed on the site/application, and the proposed content to be uploaded to the crowdfunding website or application, including images. Any money received from crowdfunding activities must be deposited directly into a school activity fund and may not first be received by the employee. Crowdfunding activities must comply with all Board policies,

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regulations and procedures, and shall not include photos of students or the sharing of any confidential student information.

OR

Prohibition on Crowdfunding Activities

Employees are prohibited from engaging in crowdfunding activities (*e.g.,* the use of websites or applications such as DonorsChoose, Kickstarter, GoFundMe, etc.) on behalf of the Board, its schools, classes, or extracurricular teams or clubs.***]***

Disciplinary Consequences

Violation of the Board's policy concerning the use of social media or these administrative regulations may lead to discipline up to and including the termination of employment consistent with state and federal law.

An employee may face disciplinary action up to and including termination of employment if an employee transmits, without the Board's permission, confidential information to or from the employee's personal online account.

An employee may not be disciplined for failing to provide the employee's username, password, or other authentication means for accessing a personal online account, failing to authenticate or access a personal online account in the presence of the employee's supervisor, or failing to invite the employee's supervisor or refusing to accept an invitation sent by the employee's supervisor to join a group affiliated with a personal online account, except as provided herein.

Notwithstanding, the Board may require that an employee provide the employee's username, password, or other means of accessing or authenticating a personal online account for purposes of accessing any account or service provided by the Board for business purposes or any electronic communications device supplied by or paid for, in whole or in part, by the Board.

Nothing in this policy or regulations shall prevent the District from conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements, or prohibitions against work-related employee misconduct based on the receipt of specific information about an activity on an employee's personal online account or based on specific information about the transfer of confidential information to or from an employee's personal online account. During the course of such investigation, the District may require an employee to allow the District to access the employee's personal online account for the purpose of conducting such investigation. However, the employee will not be required to provide the employee's username and/or password or other authentication means in order for the District to access the personal online account.

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Legal References:

U.S. Constitution, Amend. I
Pickering v. Board of Education, 391 U.S. 563 (1968)
Connick v. Myers, 461 U.S. 138 (1983)
Garcetti v. Ceballos, 547 U.S. 410 (2006)
Lindke v. Freed, 601 U.S. 187 (2024)
Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Conn. Constitution, Article I, Sections 3, 5, 6
Conn. Gen. Stat. § 31-40x
Conn. Gen. Stat. § 31-48d
Conn. Gen. Stat. § 31-51q
Conn. Gen. Stat. §§ 53a-182; 53a-183

ADOPTED: _____
REVISED: _____

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SHIPMAN

Series 4000
Personnel

SUDDEN CARDIAC ARREST AWARENESS FOR INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

Prior to each season of any Board of Education intramural or interscholastic athletics, each coach who holds or is issued a coaching permit by the State Board of Education and is a coach of any Board of Education intramural or interscholastic athletics, must provide each participating student's parent or legal guardian with a copy of the informed consent form regarding sudden cardiac arrest developed by the State Board of Education and obtain such parent's or legal guardian's signature, attesting to the fact that that such parent or legal guardian has received a copy of such form and authorizes the student to participate in the intramural or interscholastic athletics.

Any person who holds or is issued a coaching permit by the State Board of Education and is a coach of Board of Education intramural or interscholastic athletics shall annually review the sudden cardiac arrest awareness education program developed or approved by the State Board of Education prior to commencing the coaching assignment for the season of such intramural or interscholastic athletics.

Nothing in this policy shall be construed to relieve a coach of intramural or interscholastic athletics of his or her duties or obligations under any provision of the Connecticut General Statutes, the regulations of Connecticut state agencies or a collective bargaining agreement.

Legal References

Conn. Gen. Stat. § 10-149f. Sudden cardiac arrest awareness education program. Consent form.

Conn. Gen. Stat. § 10-149g. Coaches to annually review cardiac arrest education program. Revocation of coaching permit. Immunity from suit and liability.

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SHIPMAN

Series 5000
Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Before or after school program means any child care program operated and administered by the _____ Board of Education (the "Board") and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or Board enhancement programs and extra-curricular activities.

Coach means any person holding a coaching permit who is hired by the Board to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before or after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Epinephrine means an automatic prefilled cartridge injector or similar automatic injectable equipment, a nasal spray or any other medical equipment approved by the United States Food and Drug Administration that is used to deliver

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epinephrine in a standard dose for emergency first aid response to allergic reactions.

Equipment used to administer glucagon means an injector or injectable equipment, nasal spray or other medical equipment approved by the United States Food and Drug Administration that is used to deliver glucagon in an appropriate dose for emergency first aid response to diabetes.

Error means:

(1) the failure to do any of the following as ordered:

(a) administer a medication to a student;
(b) administer medication within the time designated by the prescribing physician;
(c) administer the specific medication prescribed for a student;
(d) administer the correct dosage of medication;
(e) administer medication by the proper route;
(f) administer the medication according to generally accepted standards of practice; or

(2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests that are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA),

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which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication emergency means a life-threatening reaction of a student to a medication.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Occupational therapist means an occupational therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the Board who meets the requirements of the Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the Board and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

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Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapter 370 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

Qualified school employee means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator.

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

School nurse supervisor means the nurse designated by the Board as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

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B. General Policies on Administration of Medications

(1) Except as provided below in Sections D and E, no medication, including non-prescription drugs, may be administered by any school personnel without:

(a) the written medication order of an authorized prescriber;
(b) the written authorization of the student's parent or guardian or eligible student; and
(c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

(2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.

(3) Except as provided in Sections D and E, medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by:

(a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who has been trained in the administration of medication in accordance with Section J of this policy. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.

(b) students with chronic medical conditions who are able to possess, self-administer, or possess and self-administer medication, provided all of the following conditions are met:

(i) an authorized prescriber provides a written medication order, including the recommendation for possession, self-administration, or possession and self-administration;

(ii) there is a written authorization for possession, self-administration, or possession and self-administration from the student's parent or guardian or eligible student;

(iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration, and general supervision, and has documented the plan in the student's cumulative health record;

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(iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan;

(v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;

(vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and

(vii) controlled drugs, as defined in this policy, may not be possessed or self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.

(c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the student against serious harm or death and authorizing the student's self-

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administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of such medication, including, but not limited to, medication administered with a cartridge injector, at all times while attending school, in order to provide for prompt treatment to protect such student against serious harm or death, provided all of the following conditions are met:

(i) an authorized prescriber provides a written order requiring the possession of such medication by the student at all times in order to provide for prompt treatment in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;

(ii) there is a written authorization from the student's parent or guardian regarding the possession of such medication by the student at all times in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;

(iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer such medication for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-

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administering such medication for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

(iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.

(e) a student with a medically diagnosed life-threatening allergic condition may possess, self-administer, or possess and self-administer medication, including but not limited to medication administered with a cartridge injector, to protect the student against serious harm or death, provided the following conditions are met:

(i) the parent or guardian of the student has provided written authorization for the student to possess, self-administer, or possess and self-administer such medication; and

(ii) a qualified medical professional has provided a written order for the possession, self-administration, or possession and self-administration.

(f) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication in accordance with Section J of this policy, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, including medication administered with a cartridge injector, provided all of the following conditions are met:

(i) the school nurse has determined that a self-administration plan is not viable;

(ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;

(iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section K of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and

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(iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section H of this policy, when appropriate.

(g) an identified paraeducator who has been trained in the administration of medication in accordance with Section J of this policy, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, and the following additional conditions are met:

(i) there is written authorization from the student's parents/guardian to administer the medication in school;

(ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes;

(iii) medication is administered only with approval by the school nurse and school medical advisor, if any, in conjunction with the school nurse supervisor and under the supervision of the school nurse;

(iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and

(v) the paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.

(h) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual

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seizure action plan, and the following additional conditions are met:

(i) there is written authorization from the student's parents/guardians to administer the medication;

(ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;

(iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;

(iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut as required by Connecticut General Statutes § 10-212a, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and

(v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or paraeducator receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.

(i) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:

(i) only to a student enrolled in such program; and

(ii) in accordance with Section L of this policy.

(j) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

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(i) training in administration of medications as part of their basic nursing program;

(ii) successful completion of a pharmacology course and subsequent supervised experience; or

(iii) supervised experience in the administration of medication while employed in a health care facility.

(4) Medications may also be administered by a parent or guardian to the parent or guardian's own child on school grounds.

(5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

(1) The Board permits blood glucose testing by students who have a written order from a physician or an advanced practice registered nurse stating the need and capability of such student to conduct self-testing, or the use of continuous blood glucose monitors (CGM) by students diagnosed with Type 1 diabetes, who have a written order from a physician or an advanced practice registered nurse.

(2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician or an advanced practice registered nurse stating that such student is capable of conducting self-testing on school grounds.

(3) The Board will not require a student using a continuous glucose monitor approved by the Food and Drug Administration for use without finger stick verification to undergo finger stick verification of blood glucose readings from a continuous glucose monitor on a routine basis. Finger stick testing of a student using a continuous glucose monitor so approved by the Food and Drug Administration shall only be conducted: (1) as ordered by the student's physician or advanced practice provider; (2) if it appears that the continuous glucose monitor is malfunctioning; or (3) in an urgent medical situation.

(4) The Board shall purchase or use existing equipment owned by the Board to monitor blood glucose alerts transmitted from continuous glucose monitors of students with Type 1 diabetes to dedicated receivers,

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smartphone/tablet applications, or other appropriate technology on such equipment.

(5) In the absence or unavailability of the school nurse, select school employees may administer medication with equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:

(a) The student's parent or guardian has provided written authorization;

(b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;

(c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or paraeducator;

(d) The school nurse shall provide general supervision to the selected school employee;

(e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with equipment used to administer glucagon;

(f) The school nurse and school medical advisor have attested in writing that the selected school employee completed the required training; and

(g) The selected school employee voluntarily agrees to serve as one who may administer medication with equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

(1) For purposes of this Section D, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day.

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(2) The school nurse shall maintain epinephrine for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

(a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine that shall be available in the individual school.

(b) In determining the appropriate supply of epinephrine, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.

(3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or paraeducator(s) to maintain and administer the epinephrine for the purpose of emergency first aid as described in Paragraph (2) above, in the absence of the school nurse.

(a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.

(b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine for the purpose of emergency first aid, as described in Connecticut General Statutes § 10-212g.

(c) The selected personnel must voluntarily agree to complete the training and administer epinephrine for the purpose of emergency first aid.

(4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (3) above shall be on the grounds of each school during regular school hours.

(a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.

(b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse,

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school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (3) above shall be responsible for the emergency administration of epinephrine.

(5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication, and the Regulations adopted by the Department of Education.

(6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.

(a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine.

(b) The Board shall annually notify parents or guardians of the need to provide such written notice.

(7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:

(a) Such emergency administration shall be reported immediately to:

(i) The school nurse or school medical advisor, if any, by the personnel who administered the epinephrine; and

(ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.

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(b) A medication administration record shall be:

(i) Submitted to the school nurse by the personnel who administered the epinephrine as soon as possible, but no later than the next school day; and

(ii) filed in or summarized on the student's cumulative health record, in accordance with the Document and Record Keeping section of this policy.

[Optional insert for boards of education wishing to make opioid antagonists (e.g., naloxone hydrochloride or "Narcan") available in their schools. Naloxone is a controlled medication that is used as an emergency first aid measure in the event of an opioid overdose. Boards of education are not required to make opioid antagonists available in their schools, nor are they required to maintain a secure box or vending machine containing opioid antagonists on their premises (as outlined in subsections E(8) and E(9), below). However, Connecticut General Statutes § 10-212a authorizes school nurses or, in their absence, qualified school employees, to maintain and administer opioid antagonists, on an emergency basis, to students experiencing opioid-related drug overdoses without prior written authorization, provided certain requirements are met.

If a board of education chooses not to include Section E, all references to Sections E-M should be revised accordingly.

E. Opioid Antagonists for Purposes of Emergency First Aid Without Prior Authorization

(1) For purposes of this Section E, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day. "Regular school hours" does not include after-school events such as athletics or extracurricular activities that take place outside the posted hours.

(2) For purposes of this section, an "opioid antagonist" means naloxone hydrochloride (e.g., Narcan) or any other similarly acting and equally safe drug that the FDA has approved for the treatment of a drug overdose.

(3) In accordance with Connecticut law and this policy, a school nurse may maintain opioid antagonists for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of such opioid antagonist.

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(a) The school nurse, in consultation with the Board's medical advisor, shall determine the supply of opioid antagonists that shall be maintained in the individual school.

(b) In determining the appropriate supply of opioid antagonists, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.

(c) The school nurse shall be responsible for the safe storage of opioid antagonists maintained in a school and shall ensure any supply of opioid antagonists maintained is stored in a secure manner, in accordance with the manufacturer's instructions, and in a location where it can be obtained in a timely manner if administration is necessary.

(d) The school nurse shall be responsible for maintaining an inventory of opioid antagonists maintained in the school, tracking the date(s) of expiration of the supply of opioid antagonists maintained in a school, and, as appropriate, refreshing the supply of opioid antagonists maintained in the school.

(4) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of opioid antagonists in the event of a known or suspected opioid overdose.

(5) A school nurse shall be approved to administer opioid antagonists for the purpose of emergency first aid, as described in Paragraph (3) above, in the event of a known or suspected opioid overdose, in accordance with this policy and provided that such nurse has completed a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.

(6) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), coach(es), paraeducator(s), and/or licensed physical or occupational therapist(s) employed by the Board to maintain

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and administer the opioid antagonists for the purpose of emergency first aid as described in Paragraph (3) above, in the absence of the school nurse.

(a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.

(b) The selected personnel, before administering an opioid antagonist pursuant to this section, must complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.

(c) All school personnel shall be notified of the identity of qualified school employees authorized to administer an opioid antagonist in the absence of the school nurse.

(7) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (6) above, shall be on the grounds of each school during regular school hours.

(a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours.

(b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall use an effective and reasonable means of communication to notify one or more qualified school employees and other staff in the school that the selected and trained personnel identified in Paragraph (6) above shall be responsible for the emergency administration of opioid antagonists.

(c) If a Board employee becomes aware of a student experiencing a known or suspected opioid overdose on school grounds but

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outside of regular school hours and opioid antagonists and/or the school nurse or other qualified school employee is not available to administer opioid antagonists for the purpose of emergency first aid, the Board employee will call 9-1-1.

NOTE TO CLIENT: Even if the Board authorizes the use of opioid antagonists, as described above, the following sections E(8) and E(9) are OPTIONAL. If the board chooses not to adopt E(8) and E(9), then all references to E(10)-E(13) should be renumbered accordingly:

(8) The District may also maintain intranasally or orally administered opioid antagonists in a secure box, pursuant to an agreement with a prescriber or pharmacist that permits the District to install on the District's premises a secure box. For the purposes of this section, a "secure box" means a container that (A) is securely affixed in a public location, (B) can be accessed by individuals for public use, (C) is temperature controlled or stored in an environment with temperature controls, (D) is tamper-resistant, (E) is equipped with an alarm capable of detecting and transmitting a signal when accessed by individuals, and (F) is equipped with an alarm capable of alerting first responders when accessed by individuals, unless equipping the container with such an alarm is commercially impracticable. Such agreement shall address the environmental controls necessary to store such opioid antagonist, establish procedures for replenishment of such opioid antagonist, and establish a process for monitoring the expiration dates of such opioid antagonist and disposing of any expired opioid antagonist. The secure box shall not contain an opioid antagonist in an amount greater than the amount necessary to serve the community in which it is installed. The secure box may also contain an automatic external defibrillator or other products used to treat a medical emergency. The District shall post signage disclosing the presence of such opioid antagonists and usage directions for such opioid antagonist, in the language or languages spoken in the community in which the secure box is installed. If the District is unable to maintain the secure box, or the supplies necessary to maintain the secure box are unavailable, the District shall remove such secure box, and all signs required under this policy concerning such secure box, as soon as practicable but in no event later than five days after the District discovers that it is unable to maintain such secure box or the supplies necessary to maintain such secure box.

(9) The District may also maintain, pursuant to an agreement with a prescriber or pharmacist that permits the District to operate a vending machine for the distribution of intranasally administered opioid antagonists, a vending machine for such purposes. The vending machine shall either be kept at a location that maintains a temperature that is at all times consistent with the manufacturer's package insert or has the

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ability to maintain an environment, independent of the external environment, that is appropriate for the opioid antagonist, in accordance with manufacturer's package insert. The District shall display, clearly and conspicuously, on the outside of or adjacent to the vending machine or upon the distribution of the opioid antagonist:

(a) Information concerning the signs and symptoms of an overdose;

(b) Instructions for the use of the opioid antagonist;

(c) Information about the services that are offered in Connecticut to treat opioid use disorder; and

(d) an Internet web site address that contains, or a quick response (QR) code that directs an individual to an Internet web site that contains, information concerning the signs and symptoms of an overdose, overdose response and instructions for the use of the opioid antagonist.

(10) The administration and storage of opioid antagonists pursuant to this policy must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.

(11) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that opioid antagonists shall not be administered to such student pursuant to this section.

(a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of opioid antagonists.

(b) The Board shall annually notify parents or guardians of the need to provide such written notice of refusal.

(12) Following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section:

(a) Immediately following the emergency administration of an opioid antagonist by a school nurse or selected and trained personnel as identified in this section, the person administering the opioid antagonist must call 911.

(b) Such emergency administration shall be reported immediately to:

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(i) The school nurse or school medical advisor, if any, by the personnel who administered the opioid antagonist;

(ii) The Superintendent of Schools; and

(iii) The student's parent or guardian.

(c) A medication administration record shall be:

(i) Created by the school nurse or submitted to the school nurse by the personnel who administered the opioid antagonist, as soon as possible, but no later than the next school day; and

(ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

(13) In the event that any provisions of this Section E conflict with regulations adopted by the Connecticut State Department of Education concerning the use, storage and administration of opioid antagonists in schools, the Department's regulations shall control.]

F. Documentation and Record Keeping

(1) Each school or before or after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:

(a) the name of the student;
(b) the student's state-assigned student identifier (SASID);
(c) the name of the medication;
(d) the dosage of the medication;
(e) the route of the administration, (e.g., oral, topical, inhalant, etc.);
(f) the frequency of administration;
(g) the name of the authorized prescriber;
(h) the dates for initiating and terminating the administration of medication, including extended-year programs;
(i) the quantity received at school and verification by the adult delivering the medication of the quantity received;
(j) the date the medication is to be reordered (if any);
(k) any student allergies to food and/or medication(s);
(l) the date and time of each administration or omission, including the reason for any omission;

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(m) the dose or amount of each medication administered;
(n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and
(o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

(2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.

(3) Written orders of authorized prescribers, written authorizations of a parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.

(4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.

(5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.

(a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities upon receipt of a signed approval form (RC-075) from the Office of the Public Records Administrator, so long as such record is superseded by a summary on the student health record.

(b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.

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(6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained in the athletic offices;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

G. Errors in Medication Administration

(1) Whenever any error in medication administration occurs, the following procedures shall apply:

(a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this policy if necessary;

(b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); and

(c) the principal shall notify the Superintendent or the Superintendent's designee.

(2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.

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(3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before or after school programs and school readiness programs, in the student's program record.

(4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

H. Medication Emergency Procedures

(1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

(2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:

(a) use of the 911 emergency response system;
(b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
(c) administration of emergency medication in accordance with this policy;
(d) contact with a poison control center; and
(e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

(3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

I. Supervision

(1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.

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(2) The school nurse's duty of general supervision includes, but is not limited to, the following:

(a) availability on a regularly scheduled basis to:

(i) review orders or changes in orders and communicate these to personnel designated to give medication for appropriate follow-up;

(ii) set up a plan and schedule to ensure medications are given properly;

(iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;

(iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraeducators designated in accordance with Section B(3)(g), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;

(v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes, including providing proper notification to appropriate employees or contractors regarding the contents of such medical plans; and

(vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.

(b) In addition, the school nurse shall be responsible for:

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(i) implementing policies and procedures regarding the receipt, storage, and administration of medications;

(ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;

(iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who have been newly trained to administer medications; and,

(iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, regarding the needs of any student receiving medication.

J. Training of School Personnel

(1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, who are designated to administer medications shall at least annually receive training in their safe administration, and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified paraeducators designated in accordance with Section B(3)(g), above, shall be allowed to administer medications.

(2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(f), above, and identified

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paraeducators designated in accordance with Section B(3)(g), above, shall include, but is not necessarily limited to, the following:

(a) the general principles of safe administration of medication;

(b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and

(c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.

(3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraeducator(s) who administer epinephrine pursuant to Sections B and D above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid, as described in Connecticut General Statutes § 10-212g.

[***Local and regional boards of education that include Section E, above, should also include the following language.***

(4) ***The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s), coach(es) and/or paraeducator(s) who administer opioid antagonists as emergency first aid, pursuant to Section E above, shall annually complete a training program in the distribution and administration of an opioid antagonist (1) developed by the State Department of Education, Department of Consumer Protection, and Department of Public Health, or (2) under a local agreement, entered into by the Board on July 1, 2022 or thereafter, with a prescriber or pharmacist for the administration of opioid antagonists for the purpose of emergency first aid, which training shall also address the Board's opioid antagonist storage, handling, labeling, recalls, and record keeping.]***

(5) The Board shall maintain documentation of medication administration training as follows:

(a) dates of general and student-specific trainings;

(b) content of the trainings;

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(c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and

(d) names and credentials of the nurse or school medical advisor, if any, trainer or trainers.

(6) Licensed practical nurses may not conduct training in the administration of medication to another individual.

[Local and regional boards of education that employ their own bus drivers should include the following language.

(7) Bus Drivers.

(a) Not later than June 30, 2019, the Board shall provide training to all of its school bus drivers, which training may be completed using an online module, on topics including, but not limited to, the following:

(i) the identification of the signs and symptoms of anaphylaxis;

(ii) the administration of epinephrine;

(iii) the notification of emergency personnel; and

(iv) the reporting of an incident involving a student and a life-threatening allergic reaction.

(b) On and after July 1, 2019, the Board shall provide the training described in subsections J(7)(a), above as follows:

(i) In the case of a school bus driver who is employed by the Board, such training shall be provided to such school bus driver following the issuance or renewal of a public passenger endorsement to operate a school bus pursuant to Conn. Gen. Stat. 14-44(a), to such school bus driver; and

(ii) In the case of a school bus driver who is not employed by the Board at the time when such endorsement is issued or renewed to such school bus driver, upon the hiring of such school bus driver by the Board, except the Board is not required to provide such training to any school bus

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driver who has previously received such training following the most recent issuance or renewal of such endorsement to such school bus driver.

(c) In the event that the Board employs school bus drivers, the Board will comply with all documentation and record-keeping requirements required by law.]

K. Handling, Storage and Disposal of Medications

(1) All medications, except those approved for transporting by students for self-medication, those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(f) above, and epinephrine ***[if applicable: or naloxone]*** to be used for emergency first aid in accordance with Sections D ***[if applicable: and E]*** above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(f) above.

(2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D ***[if applicable: and E]*** above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.

(3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine ***[if applicable: and naloxone]*** intended for emergency first aid in accordance with Sections D ***[if applicable: and E]*** above.

(4) Emergency Medications

(a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.

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(b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.

(5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

(6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before or after school program and school readiness program shall maintain a current list of such authorized persons.

(7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.

(8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before or after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.

(9) Medications that must be refrigerated shall be stored in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box that is affixed to the refrigerator shelf.

(10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:

(a) non-controlled drugs shall be destroyed in the presence of at least one witness;

(b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and

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(c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue, and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.

(11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:

(a) in containers for the exclusive use of holding medications;

(b) in locations that preserve the integrity of the medication;

(c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and

(d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.

(12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L. School Readiness Programs and Before or After School Programs

(1) As determined by the school medical advisor, if any, and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before or after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:

(a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.

(b) Except as provided by Sections D ***[if applicable: and E]*** above, no medication shall be administered in these programs without:

(i) the written order of an authorized prescriber; and

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(ii) the written authorization of a parent or guardian or an eligible student.

(c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before or after school program, additional nursing services are required for these programs.

(d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.

(e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.

(f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision-making regarding medication administration.

(g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

(2) Local poison control center information shall be readily available at these programs.

(3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.

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(4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section J of this policy.

(5) All medications must be handled and stored in accordance with Section K of this policy. Where possible, a separate supply of medication shall be stored at the site of the before or after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

(6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:

(a) a medication administration record for each student shall be maintained by the program;

(b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;

(c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

(d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.

(7) The procedures for the administration of medication at school readiness programs and before or after school programs shall be reviewed annually by the school medical advisor, if any, and school nurse supervisor.

M. Review and Revision of Policy

In accordance with the provisions of Conn. Gen. Stat. Section 10-212a(a)(2) and Section 10-212a-2 of the Regulations of Connecticut State Agencies, the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

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Legal References:

Connecticut General Statutes:

Public Act No. 25-143, "An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon."
Section 10-212
Section 10-212a
Section 10-212c
Section 10-212g
Section 10-220j
Section 14-276b
Section 19a-900
Section 21a-240
Section 21a-286
Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Storage and Administration of Opioid Antagonists in Schools: Guidelines for Local and Regional Boards of Education, Connecticut State Department of Education (October 1, 2022)

ADOPTED: _____
REVISED: _____

9/5/2025

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SHIPMAN

Series 5000
Students

ADMISSION TO THE PUBLIC SCHOOLS AT OR BEFORE AGE FIVE

The _____ Board of Education (the "Board") complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board's jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

The _____ Public Schools (the "District") shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child's parent or guardian may submit a written request to the principal of the school in which the child would be enrolled based on District residency and attendance area requirements seeking early admission to the District. Upon receipt of such written request, the principal and an appropriate certified staff member shall assess such child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admission to the District, the decision of the principal and appropriate certified staff shall be final.

The Superintendent or designee shall be responsible for developing administrative regulations in furtherance of this policy. Such regulations shall identify procedures for the receipt and processing of requests for early admission to the District and for assessing whether early admission of a child is developmentally appropriate.

Legal Reference:

Connecticut General Statutes

10-15c	Discrimination by public schools prohibited. School attendance for five-year-olds
10-220	Duties of boards of education
10-221	Board of education to prescribe rules, policies, and procedures
10-184	Duties of parents. School attendance age requirements

Public Act 23-208, "An Act Making Certain Revisions to the Education Statutes."

ADOPTED:_____
REVISED:_____
8/28/24

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SHIPMAN

Series 5000
Students

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the _____ Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act No. 23-160, "An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes."

Connecticut General Statutes § 10-73d

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Connecticut General Statutes § 10-198f

Connecticut State Department of Education, *Guidelines for Reporting Student Attendance in the Public School Information System* (January 2008)

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Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education Memorandum, *Mental Health Wellness Days* (January 24, 2022)

Connecticut State Department of Education Memorandum, *Adoption of Definition of Remote Absence* (September 7, 2022)

Connecticut State Board of Education Resolution (September 7, 2022)

ADOPTED_____
REVISED:_____

8/27/2024

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Students

CHEMICAL HEALTH POLICY FOR STUDENT ATHLETES

Policy Statement

The _____ Board of Education (the "Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol during any school-sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student athletes involving the possession, distribution, sale or use of substances that affect behavior, including performance-enhancing substances. This policy applies to all student athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Definitions

(1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, 21 U.S.C. § 801 *et seq.*, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to Connecticut General Statutes Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. Connecticut General Statutes Section 21a-240(8).

(2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to Connecticut General Statutes Sections 21a-243 and 21a-240(9).

(3) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging,

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storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in Connecticut General Statutes Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. Connecticut General Statutes Section 21a-240(20)(A).

(4) Performance Enhancing Substances: means any anabolic steroid, hormone or analogue, diuretic or other substance designed to enhance a student's performance in athletic competition, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

(5) Professional Communication: means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. Connecticut General Statutes Section 10-154a(a)(4).

(6) Professional Employee: means a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school. Connecticut General Statutes Section 10-154a(a)(2).

(7) Student Athlete: means any student participating in an extracurricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student athletes who are participating in CIAC controlled activities.

Procedures

(1) Discretionary Nature of Student Athletics.

The Board sponsors athletic programs as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities in its discretion.

(2) Emergencies.

If an emergency situation results from the use of drugs, performance enhancing substances or alcohol, the student athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

(3) Prescribed Medications.

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The parent or guardian of any student athlete who is required to take any prescribed medication during student athletic activities shall so inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student athlete under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student athletes with a documented medical history demonstrating the need for regular use of performance enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student athletes with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student athlete in accordance with Connecticut General Statutes Sections 21a-408a through 408q. Under no circumstances shall the school nurse or designee administer to the student, or permit the palliative use of marijuana by the student, on a school bus, school grounds or property, in public places or in the presence of persons under the age of eighteen.

(4) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student athlete privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student athlete. In no event, however, will they be required to do so. Connecticut General Statutes Section 10-154a(b).

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(b) Any physical evidence obtained from such student athlete through a professional communication indicating that a crime has been or is being committed by the student athlete **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student athlete from whom the evidence was obtained. Connecticut General Statutes Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student athlete may obtain advice and information concerning appropriate resources and refer the student athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's building administrator or designee who shall refer the student athlete to appropriate school staff members for intervention and counseling.

(5) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student athlete ***from a source other than the student athlete's confidential disclosure***, that the student athlete, on or off school grounds or at a school-sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The staff member, coach or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student athlete to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs, drug paraphernalia or performance enhancing substances) obtained from a student athlete indicating that a crime has been or is being committed by the student athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two

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calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(b). The name of the student athlete must be disclosed to the building administrator or designee.

(c) Search and Seizure of Students and/or Possessions: A staff member, coach or volunteer who reasonably suspects that a student athlete is violating a state/federal law, school substance abuse policy or this chemical health policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student athlete's person or possessions connected to that person, in accordance with the Board's policies and regulations if such employee has reasonable suspicion from the inception of the search that the student athlete has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student athlete, or a student athlete's possessions, indicating that the student athlete is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(6) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances or Alcohol.

(a) Any student athlete in the [ ] Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol, either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes Sections 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) Student athletes found to be in violation this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

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(c) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student athlete and parent or guardian.

(d) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia, performance enhancing substances or alcohol.

(e) A student athlete found by the administration to have violated this policy may, in the discretion of school administrators, be suspended from play for short or long term periods, or may have student athletic participation privileges revoked.

(f) A student athlete found by the administration to have used performance enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The Board shall report the violation to the CIAC.

(f) The Board recognizes that the CIAC may impose additional sanctions on student athletes participating in CIAC controlled activities who are found to have violated this policy.

(7) Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches or Volunteers.

(a) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student athlete except under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.

(b) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.

(c) No school staff member, coach or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.

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(d) A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student athletes and/or state and local authorities.

(e) The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student athletes and/or state and local authorities.

(8) Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers and Student Athletes.

(a) The Board shall publish this chemical health policy to all school staff members, coaches and volunteers responsible for or involved in student athletic programs.

(b) The Board shall publish this chemical health policy to all student athletes and their parents/guardians.

Legal References:

Connecticut General Statutes:

June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

Section 10-154a
Section 10-212a
Section 10-221
Section 21a-240
Section 21a-243
Sections 21a-408a through 408q

2021-2022 CIAC Handbook, Section 4.12.E (Chemical Health Policy and Regulations), available at https://www.casciac.org/pdfs/ciachandbook_2122.pdf

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10/18/2021

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CHILD SEXUAL ABUSE AND ASSAULT RESPONSE POLICY AND REPORTING PROCEDURE

The [_____] Board of Education (the "Board") has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program within the [_____] Public Schools (the "District").

I. Procedures for Reporting of Child Sexual Abuse and Sexual Assault

A. Students, or any individuals, may make written or verbal reports of suspected child sexual abuse and/or sexual assault to any school employee. For purposes of this policy, a "child" shall be considered any student enrolled in the District, except for those enrolled only in an adult education program who are over the age of eighteen (18). The School Climate Specialist or designee for the school in which the student is enrolled shall be notified of the report and shall cause such reports to be reviewed and actions taken consistent with this policy.

B. School employees who receive a report of child sexual assault and/or abuse and have reasonable cause to suspect or believe that a child has been sexually abused and/or assaulted shall report such suspicion to the appropriate authority in accordance with Board Policy [#], pertaining to **REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES**.

II. Procedures for Review of Reports of Child Sexual Abuse and/or Assault

A. The School Climate Specialist or designee for the school in which the student is enrolled shall be responsible for reviewing any reports of suspected child sexual abuse and/or sexual assault. In the event that the suspected child sexual abuse and/or sexual assault has not yet been reported to the appropriate authority in accordance with Board Policy [#], pertaining to **REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN BY ANYONE OR SEXUAL ASSAULT OF STUDENTS BY SCHOOLEMPLOYEES**, the School Climate Specialist or designee shall promptly cause such a report to be made.

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B. If/when such report alleges that a school employee, as defined by Conn. Gen. Stat § 53a-65, is the perpetrator of child sexual abuse and/or sexual assault, the School Climate Specialist or designee shall immediately notify the Superintendent of Schools or designee, who shall immediately notify the child's parent or guardian that a report has been made to the appropriate authorities in accordance with Board Policy [#], pertaining to **REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOLEMPLOYEES**. The notification requirement shall not apply if a parent or guardian is the individual suspected of perpetrating the child sexual abuse and/or sexual assault. If either a Department of Children and Families ("DCF") investigation or a police investigation is pending pertaining to the report of suspected child sexual abuse and/or sexual assault, the School Climate Specialist or designee shall obtain the permission of DCF and/or the police department conducting the investigation prior to informing the parents/guardians of the report.

C. The School Climate Specialist or designee shall offer to meet with the student and the parents or guardians of the student about whom a report of suspected child sexual abuse and/or sexual assault has been made, in order to discuss the District's support procedures, including but not limited to: 1) actions that child victims of sexual abuse and/or sexual assault and their families may take to obtain assistance, 2) intervention and counseling options for child victims of sexual abuse and/or assault, and 3) access to educational resources to enable child victims of sexual abuse and/or sexual assault to succeed in school.

D. In the event that the report of suspected child sexual abuse and/or sexual assault alleges that another student enrolled in the District is the perpetrator of the sexual abuse and/or sexual assault, the School Climate Specialist or designee shall also take appropriate action to investigate or cause such a report to be investigated, and appropriate remedial actions taken, in accordance with Board Policy [#], pertaining to **REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR REPORTS OF SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES,** Board Policy [#], pertaining to **Bullying Prevention and Intervention**, and Board Policy [#], **Title IX/Sex Discrimination and Sexual Harassment**. In the event either a DCF investigation or a police investigation is pending pertaining to the report of suspected child sexual abuse and/or sexual assault, the School Climate Specialist shall coordinate investigatory activities with DCF and/or the police in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate and permitted by law.

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E. The School Climate Specialist or designee shall develop a student support plan for anyone who has been a victim of child sexual abuse and/or sexual assault. The report of suspected sexual abuse and/or assault need not be verified prior to the implementation of a support plan. The elements of the support plan shall be determined in the discretion of the School Climate Specialist or designee, and shall be designed to support the student victim's ability to access the school environment.

III. Support Strategies

A. Child sexual abuse and/or sexual assault can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to child sexual abuse and/or sexual assault.

B. The following sets forth possible interventions and supports which may be utilized to support individual student victims of child sexual abuse and/or sexual assault:

1. Referral to a school counselor, psychologist or other appropriate social or mental health service.

2. Encouragement of the student victim to seek help when feeling overwhelmed or anxious in the school environment.

3. Facilitated peer support groups.

4. Designation of a specific adult in the school setting for the student victim to seek out for assistance.

5. Periodic follow-up by the School Climate Specialist and/or Title IX Coordinator with the victim of sexual abuse and/or assault.

C. The following sets forth possible interventions and supports that may be utilized systemically as prevention and intervention strategies pertaining to child sexual abuse and/or sexual assault:

1. School rules prohibiting sexual abuse and sexual assault and establishing appropriate consequences for those who engage in such acts.

2. School-wide training related to prevention and identification of, and response to, child sexual abuse and/or sexual assault.

3. Age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual

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abuse and sexual assault awareness and prevention that will include information pertaining to, and support for, disclosures of sexual abuse and sexual assault, including but not limited to:

(a) the skills to recognize child sexual abuse and sexual assault, boundary violations and unwanted forms of touching and contact, and the ways offenders groom or desensitize victims; and

(b) strategies to promote disclosure, reduce self-blame and mobilize bystanders.

4. Promotion of parent involvement in child sexual abuse and sexual assault prevention and awareness through individual or team participation in meetings, trainings and individual interventions.

5. Respectful and supportive responses to disclosures of child sexual abuse and/or sexual assault by students.

6. Use of peers to help ameliorate the plight of victims and include them in group activities.

7. Continuing awareness and involvement on the part of students, school employees and parents with regard to prevention and intervention strategies.

IV. School Climate Specialists

The School Climate Specialists for the District are:

[***list by name, title, school building and email and telephone contact information***]

V. Community Resources

The Board recognizes that prevention of child sexual abuse and sexual assault requires a community approach. Supports for victims and families will include both school and community sources. The national, state and local resources below may be accessed by families at any time, without the need to involve school personnel.

A. National Resources:

National Center for Missing & Exploited Children Resource Center
http://www.missingkids.com/Publications
333 John Carlyle Street, Suite #125, Alexandria, Virginia 22314-5950
24-hour call center: 1-800-843-5678

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- The online resource center contains publications on child safety and abuse prevention, child sexual exploitation, and missing children.

National Children's Advocacy Center
www.nationalcac.org
210 Pratt Ave., Huntsville, Alabama 35801
Telephone: (256) 533-5437

National Child Traumatic Stress Network
www.nctsn.org
National Center for Child Traumatic Stress — Duke University
1121 West Chapel Hill Street Suite 201
Durham, NC 27701
Telephone: (919) 682-1552
- The National Child Traumatic Stress Network offers general information on childhood trauma, including information on child sexual abuse.

National Sexual Violence Resource Center
https://www.nsvrc.org/find-help2101 N. Front Street
Governor's Plaza North, Building #2
Harrisburg, PA 17110
Toll Free Telephone: 877-739-3895
- The resource center includes multilingual access: https://www.nsvrc.org/publications/nsvrc-publications/statements/centrality-multilingual-access-sexual-violence-prevention-and-intervention.

Darkness to Light
http://www.d2l.org
3022 S Morgans Point Road #118
Mt Pleasant, SC 29466
National Helpline: (866) 656-HOPE
Administrative Office: (843) 965-5444
- Darkness to Light is a grassroots national non-profit organization to educate adults to prevent, recognize and react responsibly to child sexual abuse.

B. Statewide Resources:

Department of Children and Families
http://www.ct.gov/dcf/site/default.asp
505 Hudson Street
Hartford, Connecticut 06106
Child Abuse and Neglect Careline: 1-800-842-2288
Telephone, Central Office: (860) 550-6300
- DCF is the Connecticut agency responsible for protecting children who are abused or neglected.

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- FAQs About Reporting Suspected Abuse and Neglect are available at: https://portal.ct.gov/dcf/1-dcf/reporting-child-abuse-and-neglect

The Connecticut Alliance to End Sexual Violence
http://EndSexualViolenceCT.org/
96 Pitkin Street
East Hartford, CT 06108
24-hour toll-free hotline: 1-888-999-5545 English/1-888-568-8332 Español
Telephone: (860) 282-9881

- The alliance is a statewide coalition of community-based sexual assault crisis service programs working to end sexual violence through victim assistance, public policy advocacy, and prevention education training. Each member center provides free and confidential 24/7 hotline services in English and Spanish, individual crisis counseling, support groups, accompaniment and support in hospitals, police stations, and courts, referral information, and other services to anyone in need.
- *To find a Connecticut Alliance to End Sexual Violence member program please visit:* https://endsexualviolencect.org/member-centers/

Connecticut Children's Alliance
www.ctchildrensalliance.org
75 Charter Oak Ave Suite 1-309
Hartford, Connecticut 06106
Phone: (860) 610-6041

- CCA is a statewide coalition of Child Advocacy Centers and Multidisciplinary Teams.

Connecticut Network of Care
http://connecticut.networkofcare.org

- Connecticut Network of Care is an online information portal listing programs and support groups for sexual assault and abuse in Connecticut.

C. Local Resources:

[Local resources will vary depending on the district's location; many State-level resources indicate applicable regional offices and programs.]

Legal References:

Conn. Gen. Stat § 17a-101b	Report by mandated reporter. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when staff member suspected of abuse or neglect.
Conn. Gen. Stat § 17a-101q	State-wide sexual abuse and assault awareness and prevention program.

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CONNECTICUT SCHOOL CLIMATE POLICY

[NOTE TO CLIENT: Pursuant to Connecticut General Statutes Section 10-222cc, for the school year commencing July 1, 2025 and each school year thereafter, each local and regional board of education must adopt and implement the Connecticut School Climate Policy that was developed and approved by the Connecticut Association of Boards of Education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative.

As such, boards of education are advised to adopt such policy by July 1, 2025. When adopting this policy, boards of education are further advised to repeal their existing Bullying Prevention and Intervention Policy, which will effectively be replaced by the Connecticut School Climate Policy.

On and after the earlier of July 1, 2025 and/or once the Board of Education adopts the Connecticut School Climate Policy, such Board will be subject to the provisions of Connecticut General Statutes Sections 10-222aa through 10-222ii and will no longer be subject to Connecticut General Statutes Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k, and 10-222p, which are the provisions of the general statutes related to the state's former framework regarding bullying prevention and intervention and the implementation of safe school climate plans.]

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DRUG AND ALCOHOL USE BY STUDENTS

Policy Statement

The _____ Board of Education (the "Board") is required by Connecticut law to prescribe rules for the management and discipline of its schools. In keeping with this mandate, the unlawful use, sale, distribution or possession of controlled drugs, controlled substances, drug paraphernalia, as defined in Connecticut General Statutes Section 21a-240, or alcohol on or off school property or during any school-sponsored activity is prohibited. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents in the schools involving the unlawful possession, distribution, sale or use of substances that affect behavior.

Definitions

(1) Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to C.G.S. Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. C.G.S. Section 21a-240(8).

(2) Controlled Substances: means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to C.G.S. Section 21a-243. C.G.S. Section 21a-240(9).

(3) Professional Communication: any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. C.G.S. Section 10-154a(a)(4).

(4) Professional Employee: means a person employed by a school who "(A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a

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registered nurse employed by or assigned to a school." C.G.S. Section 10-154a(a)(2).

(5) Drug Paraphernalia: means any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in C.G.S. Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. C.G.S. Section 21a-240(20)(A).

Procedures

(1) Emergencies.

If an emergency situation results from drug or alcohol use, the student shall be sent to the school nurse or medical advisor immediately. The parent or designated responsible person will be notified.

(2) Prescribed Medications.

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

(3) Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution or sale of a controlled drug, controlled substance or alcohol.

(a) Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. In no event, however, will they be required to do so. C.G.S. Section 10-154a(b).

(b) Any physical evidence obtained from such student through a professional communication indicating that a crime has been or is being committed by

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the student **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employee be required to disclose the name of the student from whom the evidence was obtained. C.G.S. Section 10-154a(b).

(c) Any professional employee who has received a professional communication from a student may obtain advice and information concerning appropriate resources and refer the student accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

(d) If a student consents to disclosure of a professional communication concerning the student's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student's name and problem to the school's building administrator or designee who shall refer the student to appropriate school staff members for intervention and counseling.

(4) Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When a professional employee obtains information related to a student *from a source other than the student's confidential disclosure*, that the student, on or off school grounds or at a school sponsored activity, is under the influence of, or possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

(a) The professional employee will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student to appropriate school staff members for intervention and counseling.

(b) Any physical evidence (for example, alcohol, drugs or drug paraphernalia) obtained from a student indicating that a crime has been or is being committed by the student must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(b). Because such evidence was **not** obtained through a professional communication, the name of the student must be disclosed to the building administrator or designee.

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(c) Search and Seizure of Students and/or Possessions: A professional employee who reasonably suspects that a student is violating a state/federal law or a school substance abuse policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student's person or possessions connected to that person, in accordance with the Board's policies and regulations if the administrator or designee has reasonable suspicion from the inception of the search that the student has violated or is violating either the law or a school substance abuse policy.

Any physical evidence obtained in the search of a student, or a student's possessions, indicating that the student is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. C.G.S. Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

(5) Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia or Alcohol.

(a) Any student in the [ ] Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes § 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

(b) In conformity with the Board's student discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.

(c) If a school administrator has reason to believe that any student was engaged, on or off school grounds, in offering for sale or distribution a

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controlled substance (as defined by Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the administrator will recommend such student for expulsion, in accordance with Conn. Gen. Stat. § 10-233d(a)(2) and the Board's student discipline policy.

(d) Students found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.

(e) A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.

(f) Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Legal References:

Connecticut General Statutes:

June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

Section 10-154a
Section 10-212a
Section 10-221
Sections 10-233a through 10-233f
Section 21a-240
Section 21a-243
Section 21a-408a through 408q

ADOPTED: _____
REVISED: _____

Rev. 10/18/2021

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SHIPMAN

[SCHOOL DISTRICT LETTERHEAD]

EDUCATIONAL STABILITY PROCEDURES FOR TRANSPORTATION COORDINATION WITH THE DEPARTMENT OF CHILDREN AND FAMILIES

I. APPLICATION OF PROCEDURES

These procedures apply to circumstances when a child who is a resident of the [ ] Public Schools (the "District"), or is otherwise the responsibility of the District, is placed in foster care, or moved to a new foster care placement by the Department of Children and Families ("DCF"), is placed by DCF pursuant to a 96-hour hold or an order of temporary custody, or is committed to DCF as neglected, abused or uncared for, and DCF has determined that it is in the best interest of the child to remain in the District's school ("school of origin") in accordance with 20 U.S.C. § 6312, Every Student Succeeds Act ("ESSA"), and/or Conn. Gen. Stat. § 17a-16a, Educational Stability.

II. COLLABORATION

The District has collaborated with DCF to develop these procedures, as required by 20 U.S.C. § 6312, ESSA.

III. NOTIFICATION

A. DCF is required to notify the District by phone or email immediately upon learning that a child has had a change in foster care placement, been placed in out-of-home care pursuant to a 96-hour hold or an order of temporary custody, or is committed to DCF as neglected, abused or uncared for and it has been determined that it is in the child's best interested to remain in the school of origin.

B. DCF is required to orally notify the District of DCF placement of a child within one (1) business day of such placement, and is further required to provide the District with a Form 603 concerning such DCF placement of a child within two (2) business days of the placement to document this information.

C. The District shall permit the child to continue to attend the child's school of origin upon receiving such verbal and/or written information from DCF.

IV. TRANSPORTATION OPTIONS

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A. The District and DCF will collaborate to select cost-effective, reliable and safe transportation for children to their schools of origin, in accordance with these procedures.

B. For children eligible under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act ("Section 504"), the District will assess whether the child receives transportation as a related service as documented in the child's Individualized Education Program ("IEP") or Section 504 Plan, and will notify DCF of the result of such assessment. If the child's IEP or Section 504 Plan includes transportation as a related service, the District shall provide such transportation, albeit from the new home placement determined by DCF.

C. For students not eligible under the IDEA or Section 504, the District and DCF will examine existing transportation options available for the child, including incorporating the child into an existing bus route, modifying an existing bus route and other no-cost or lost-cost options.

D. In all cases, District shall not be responsible for any transportation costs over the amount the District would otherwise pay for the child if the child's home placement had not been changed by DCF.

V. COORDINATION OF TRANSPORTATION

A. DCF and the District will collaborate regarding the logistics of which agency shall coordinate the school of origin transportation and which agency shall reimburse the other (and how) for either the initial cost (borne by the District) or additional cost (borne by DCF) due to the placement or re-placement made by DCF.

B. Under no circumstances shall the District be required to fund transportation costs in excess of the transportation costs the District would otherwise fund if the child's home placement had not been changed by DCF.

VI. TIMELINE

DCF and the District shall finalize the transportation services for the child within five (5) school days after DCF has informed the District of the best interest determination. In the interim, DCF will ensure that transportation is provided to permit the student to remain in the school of origin.

VII. RESOLUTION

In the event that the District and DCF cannot come to an agreement concerning either the logistics of arranging transportation services or the payment/reimbursement therefore, either agency may seek guidance on the relevant responsibilities under the ESSA and Connecticut law and regulations from the Connecticut State Department of Education.

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Legal Resources:

20 U.S.C. § 6312, Every Student Succeeds Act ("ESSA")

Conn. Gen. Stat. § 17a-16a

Technical Rev. 8/30/2022

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SHIPMAN

Series 5000
Students

FIELD TRIPS

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

All student field trips shall require prior written approval by the building principal. In addition, all student field trips that are scheduled to last more than one day shall require the prior written approval of the Superintendent or his/her designee and the Board.

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

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

ADOPTED_____
REVISED:_____

6/1/12
Technical Rev. 9/15/2020

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SHIPMAN

5000 Series
Students

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

The [_____] Public Schools (the "district") recognize that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a

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major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.

2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:

    a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
    b. cafeteria safety;

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c. participation in school nutrition programs;
d. snacks, birthdays and other celebrations;
e. alternatives to food rewards or incentives;
f. hand-washing;
g. location of emergency medication;
h. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
i. risk management during lunch and recess times;
j. special events;
k. field trips, fire drills and lockdowns;
l. extracurricular activities;
m. school transportation;
n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
o. staff notification, including substitutes, and training; and
p. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

a. The student's name and other identifying information, such as date of birth, grade and photo;
b. The student's specific allergy;
c. The student's signs and symptoms of an allergic reaction;
d. The medication, if any, or other treatment to be administered in the event of exposure;
e. The location and storage of the medication;
f. Who will administer the medication (including self-administration options, as appropriate);
g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;

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h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
i. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:

a. The student's name and other identifying information, such as date of birth, grade and photo;
b. Information about the disease or disease specific information (*e.g.,* type of GSD or diabetes);
c. Whether the student uses a CGM, and how the CGM will be monitored in school;
d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (*e.g.,* Glucagon or insulin)
f. The location and storage of the medication;
g. Who will administer the medication (including self-administration options, as appropriate);
h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
j. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.

9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply

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with the district's policies and procedures regarding the administration of medications to students.

11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (*e.g.,* epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by **[insert name of appropriate administrator/school nurse].** Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and

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5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.

2. Each school will ensure that there are appropriate communication systems available within each school (*e.g.,* telephones, cell phones, walkie-talkies) and for off-site activities (*e.g.,* field trips) to ensure that school personnel are able to effectively respond in case of emergency.

3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student's classroom or school.

4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.

5. The district shall make the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.

6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

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The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

Legal References:

State Law/Regulations/Guidance:

Conn. Gen. Stat. § 10-212a	Administration of medications in schools, at athletic events and to children in school readiness programs.
Conn. Gen. Stat. § 10-212c	Life-threatening food allergies and glycogen storage disease: Guidelines; district plans.
Conn. Gen. Stat. § 10-220i	Transportation of students carrying cartridge injectors.
Conn. Gen. Stat. § 10-231c	Pesticide applications at schools without an integrated pest management plan. Prior notice.
Conn. Gen. Stat. § 19a-900	Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
Conn. Gen. Stat. § 52-557b	"Good samaritan law". Immunity from liability for emergency medical assistance, first aid or medication by injection. Immunity from liability re automatic external defibrillators. School personnel not required to administer or render emergency first aid or administer medication by injection.
Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7	Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

10/11/2022

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SHIPMAN

Series 5000
Students

FUNDRAISING ACTIVITIES

Students may engage in raising funds for school-sponsored activities, subject to the provisions of regulations to be developed by the Superintendent. No such fund-raising activities may involve door-to-door solicitation in the community by students.

The Board of Education will not be responsible for any fundraising activities that are not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

Any fundraising activities must comply with all applicable state and federal laws and regulations, including those provisions relating to the sale of healthy foods and beverages on school grounds or at school-sponsored events.

Legal References:

Conn. Gen. Stat. § 10-215f Certification that food meets nutrition standards

ADOPTED_____
REVISED:_____

8/2016

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SHIPMAN

Series 5000
Students

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within _____ Public Schools, a student must have satisfactorily completed the prescribed courses of study; demonstrated proficiency in basic skills identified by the _____ Board of Education (the "Board"); satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid ("FAFSA") requirements detailed below.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2025 and 2026

For classes graduating in 2025 and 2026, the following [**insert #**] credits are required: [***Note: Current state law requires a minimum of 25 credits to graduate from any public high school for classes graduating in 2023 or thereafter.***]

Humanities	**[insert # of credits,** ***law requires a minimum of 9 credits, including civics and the arts***]
Science, Technology, Engineering, and Math (STEM)	**[insert # of credits,** ***law requires a minimum of 9***]
Physical Education and Wellness	**[insert # of credits,** ***law requires a minimum of 1***]
Health and Safety Education	**[insert # of credits,** ***law requires a minimum of 1***]
World Languages	**[insert # of credits,** ***law requires a minimum of 1***]

[***Note: Add any other subject areas necessary for graduation. Any eligible mandatory or optional credits beyond those listed above are subject to the discretion of the Board of Education.***]

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accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.]

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

[*Note: Each of the following provisions in boldface are optional at the Board's discretion:*]

[*Optional*] High school graduation credit will be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- **Cross-curricular graduation requirements,**
- **Career and technical education,**
- **Virtual learning,**
- **Work-based learning,**
- **Service learning,**
- **Dual enrollment and early college,**
- **Courses taken in middle school, and**
- **Internships and student-designed independent studies;**

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards.

[*Optional*] High school graduation credit will be granted to students for courses successfully completed with a [*B*] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

[*Optional*] High school graduation credit will be granted to students for World Language courses successfully completed with a [*B*] or better in grades six, seven or eight. In addition, high school graduation credit will be granted to students for World Language courses successfully completed with a [*B*] or better, or its equivalent, as determined by the Superintendent or designee, through on-line coursework or upon achievement of a passing grade, as determined by the Superintendent or designee, in a course offered privately through a nonprofit provider.

[*Optional*] High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner

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of the Department of Education, regardless of the number of hours a student spent in an instructional setting authorized by the Board learning the subject matter.

[*Optional*] High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

[*Optional*] High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

[*Optional*] A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction.]

[*Optional*] High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

[***Note:** Connecticut law requires boards of education to specify the basic skills necessary for graduation and include a process to assess a student's level of competency in such skills. The assessment criteria must include, but not be exclusively based on, the results of the mastery examination for students in grade ten or eleven. Boards of education must also identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.*]

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills.

[***Insert basic skills necessary for graduation***]

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

[Insert district-selected methods of demonstrating proficiency and/or a combination thereof, e.g., mastery examinations (but which cannot be the sole measure), standardized testing such as AP tests, portfolio review, passing required grade 10 or 11 classes, teacher review committee of student's body of work, or any other assessment method determined by the Board or Administration.]

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FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

(1) completed a FAFSA;
(2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
(3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223a

Public Act No. 24-45, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"

ADOPTED: _____
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8/28/2024

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SHIPMAN

Series 5000
Students

ADMINISTRATIVE REGULATIONS REGARDING HEALTH ASSESSMENTS/SCREENINGS AND ORAL HEALTH ASSESSMENTS

I. Health Assessments:

The [ ] Board of Education (the "Board') requires each student enrolled in the [ ] Public Schools (the "District") to undergo health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent the student from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for the student. Such health assessments must be conducted by one of the following qualified providers for health assessments: (1) a legally qualified practitioner of medicine; (2) an advanced practice registered nurse or registered nurse, who is licensed under state statute; (3) a physician assistant, who is licensed under state statute; (4) the school medical advisor; or (5) a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base. The Board will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or the parent or guardian may provide for such assessment . No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations may be denied continued attendance in the District.

II. Health Assessments Required:

Prior to enrollment in the District, each student must undergo a health assessment, which shall include:

(a) a physical examination that includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) screening questions to be answered by such provider;

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(b) an updating of immunizations as required by state law;

(c) vision, hearing, speech and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or an advanced practice registered nurse, licensed under state law.

Each student enrolled in the District must undergo a health assessment in grade ***[the Board may choose to set the screening requirement in grade six or grade seven]*** and in grade ***[the Board may choose to set the screening requirement in grade nine or grade ten]***, which shall include:

(a) a physical examination that includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include, but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (1) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (2) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (3) screening questions to be answered by such provider;

(b) an updating of immunizations as required by state law;

(c) vision, hearing, postural and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade [**six/seven**] and grade [**nine/ten**] assessments shall also include tests for tuberculosis and sickle cell anemia or Cooley's anemia if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

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The Board shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

III. Oral Health Assessments:

A. Prior to enrollment in the District, in grade ***[the Board may choose to request the assessment in either grade six or grade seven]*** and in grade ***[the Board may choose to request the assessment in either grade nine or grade ten]***, the Board shall request that each student undergo an oral health assessment. Such oral health assessments must be conducted by one of the following qualified providers for oral health assessments: (1) a dentist licensed under state law; (2) a dental hygienist licensed under state law; (3) a legally qualified practitioner of medicine trained in conducting oral health assessments as a part of a training program approved by the Commissioner of Public Health; (4) a physician assistant licensed under state law and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health; or (5) an advanced practice registered nurse licensed under state statute and trained in conducting oral health assessments as part of a training program approved by the Commissioner of Public Health.

B. The oral health assessment identified in subsection A above shall include a dental examination by a dentist, or a visual screening and risk assessment for oral health conditions by a dental hygienist, legally qualified practitioner of medicine, physician assistant, or advanced practice registered nurse. The assessment form shall include a check box for the qualified provider conducting the assessment to indicate any low, moderate or high risk factors associated with any dental or orthodontic appliance, saliva, gingival condition, visible plaque, tooth demineralization, carious lesions, restorations, pain, swelling or trauma.

C. No oral health assessment shall be made of any public school student unless the parent or guardian of the student consents to such assessment and such assessment is made in the presence of the parent or guardian or in the presence of another school employee. The parent or guardian shall be provided with prior written notice of an oral health assessment and be provided with a reasonable opportunity to opt the child out of such assessment, or the parent or guardian may provide for such oral health assessment.

D. If the Board hosts a free oral health assessment event where qualified providers (identified in subsection A above) perform oral health assessments of children attending a public school, the Board shall notify the parents and guardians of such children of the event in advance and provide an opportunity for parents and guardians to opt their child(ren) out of such event. The Board shall infer parent/guardian consent for each child whose parent or guardian did not opt the child out of the free oral health assessment event and shall provide such child with

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a free oral health assessment; however, such child shall not receive dental treatment of any kind unless the child's parent or guardian provides informed consent for such treatment.

E. Any student who fails to obtain an oral health assessment requested by the Board shall not be denied enrollment or continued attendance in the District.

IV. Athletics Health Assessments

A. Beginning with the school year commencing July 1, 2027, each student enrolled in grades nine to twelve, inclusive, must undergo an annual athletics health assessment prior to being permitted to participate in interscholastic athletics each year.

B. The athletics health assessment must include a physical examination that shall include screening for serious cardiac conditions that could lead to sudden cardiac death, which screening shall be performed in accordance with guidelines established by the American Heart Association, the American College of Cardiology or another organization focused on cardiovascular care in pediatric populations.

C. The athletics health assessment shall be recorded on a form supplied by the State Board of Education. Such form shall include the following:

1. A check box for the provider conducting the athletics assessment, to indicate any patient or family history of symptoms of such serious cardiac conditions, including, but not limited to, chest pain with exertion or unexplained syncope, and any family history of sudden cardiac death;

2. screening questions relating to a family history of such serious cardiac issues to be answered by the parent or guardian, including, but not limited to, chest pain with exertion, unexplained syncope, sudden cardiac arrest or sudden cardiac death;

3. any additional cardiac screening questions to be answered by such provider, as deemed necessary and appropriate by such provider; and

4. a check box for the provider conducting the athletics assessment to indicate whether the provider referred the pupil for any additional cardiac screening or treatment.

D. The Board shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

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V. Screenings Required:

The Board will provide annually to each student enrolled in kindergarten and grades one and three to five, inclusive, a vision screening. The Board may provide such vision screening annually to each student enrolled in preschool and grade two. Such vision screening may be performed using a Snellen chart or an equivalent screening device, or an automated vision screening device. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease and a recommendation that the student be examined by an optometrist or ophthalmologist licensed pursuant to state law, and (2) who did not receive such vision screening, with a brief statement explaining why such student did not receive such vision screening.

The Board will provide annually to each student enrolled in kindergarten and grades one and three through five, inclusive, audiometric screening for hearing. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect, and (2) who did not receive an audiometric screening for hearing, with a brief statement explaining why such student did not receive an audiometric screening for hearing.

The Board will provide postural screenings for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine. The Superintendent shall give written notice to the parent or guardian of each student (A) who evidences any postural problem, with a brief statement describing such evidence, and (B) who did not receive a postural screening, with a brief statement explaining why such student did not receive such postural screening.

All of the screenings required under these administrative regulations will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

VI. Assessment/Screening Results:

The results of each assessment and screening required or requested by these administrative regulations shall be recorded on forms supplied by the State Board of Education. Each qualified provider performing health assessments, athletic health assessments, or oral health assessments under these administrative regulations shall sign each form and any recommendations concerning a student shall be in writing. A school nurse may reject the results of an assessment or screening submitted on forms other than the forms supplied by the State Board of Education and require the resubmission of such results on the forms supplied by the State Board of Education. An asthma action plan shall be included with each assessment form that indicates an asthma diagnosis. Assessment/screening forms shall be included in the cumulative health record of each

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student and they shall be kept on file in the school attended by the student. If a student transfers to another school district in Connecticut, the student's original cumulative health record shall be sent to the chief administrative officer of the new school district and a true copy retained by the Board. For a student leaving Connecticut, a copy of the records, if requested, should be sent and the original maintained.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the Superintendent shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required or requested under these administrative regulations.

The District shall report to the local health department and the Department of Public Health, on a triennial basis, the total number of children per school and on a district-wide basis having a diagnosis of asthma (1) at the time of public school enrollment, (2) in grade six or seven, and (3) in grade nine or ten. The report shall contain the asthma information collected as required under Section II of these administrative regulations and shall include information regarding each diagnosed child's age, gender, race, ethnicity and school.

VII. Exemption:

Nothing in these administrative regulations shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if the student is an emancipated minor or is eighteen (18) years of age or older, notifies the teacher or principal or other person in charge of such student in writing that the student objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VIII. Other Non-Emergency Invasive Physical Examinations and Screenings:

A. In addition to the screenings listed above, the District may, from time to time, require students to undergo additional non-emergency, invasive physical examination(s)/screening(s).

B. A non-emergency, invasive physical examination or screening is defined as:

1. any medical examination that involves the exposure of private body parts; or

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2. any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening; and

3. is required as a condition of attendance, administered by the school and scheduled by the school in advance; and

4. is not necessary to protect the immediate health and safety of the student, or of other students.

C. If the district elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).

D. Upon request, the administration shall permit parents or students over the age of eighteen (18) (or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

IX. School Representative to Receive Information Concerning Health Assessments:

The Board designates **[insert name of responsible staff member]** as the representative for receipt of reports from health care providers concerning student health assessments and oral health assessments.

Legal References:

State Law:

Connecticut General Statutes:

§ 10-206	Health assessments
§ 10-206a	Free health assessments
§ 10-206d	Oral health assessments
§ 10-208	Exemption from examination or treatment
§ 10-209	Records not to be public. Provision of reports to schools
§ 10-214	Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results

Public Act No. 26-1, "An Act Concerning the Reallocation of Certain State Funds and Various Provisions Relating to the Education, Public Safety, General

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Government, Elections, Intermediate Care Facilities and Warehouse Distribution Centers."

Public Act No. 26-13, "An Act Concerning Various Revisions to the Public Health Statutes."

State of Connecticut Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education, Cumulative Health Records Guidelines (Revised Jan. 2012), https://portal.ct.gov/-/media/SDE/School-Nursing/Publications/CHR_guidelines.pdf

Federal Law:

Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Public Law 114-95, at 20 U.S.C. §§ 1232h(c)(2)(C)(iii) and 1232h(c)(6)(B).

ADOPTED: ____/____/____
REVISED: ____/____/____

Rev. 8/6/2026

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SHIPMAN

Series 5000
Students

HOMELESS CHILDREN AND YOUTH

In accordance with federal law, it is the policy of the [_____] Board of Education (the "Board") to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters, homeless children and children in juvenile residential centers. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: _____
REVISED: _____

8/29/2019
Technical Rev. 8/13/2024

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SHIPMAN

Series 5000
Students

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ADOPTED: _____
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Technical Rev. 8/13/2024

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SHIPMAN

Series 5000
Students

ADMINISTRATIVE REGULATIONS REGARDING IMMUNIZATIONS

I. Immunization Requirements

In accordance with state law, the [_____] Public Schools (the "District") requires each child to be protected by adequate immunization against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, haemophilus influenzae type B, hepatitis A, hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, before being permitted to enroll in any program or school under its jurisdiction. Adequate immunization shall be determined by the District in accordance with applicable Connecticut law and the immunization requirements for students in Connecticut schools published or otherwise transmitted by the Commissioner of Public Health.

[If the District operates a preschool program, the following language should be added:

By January 1 of each year, children aged 24-59 months enrolled in the District's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and December 31 of the preceding year. All children aged 24-59 months who have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season that they are vaccinated. Children seeking to enroll in the District's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.]

Exemption from the applicable requirements of these administrative regulations shall be granted to any child who, before being permitted to enroll:

(1) presents a certificate from a physician, physician assistant, advanced practice registered nurse or local health agency stating that initial immunizations have been given to such child and additional immunizations are in process:

(A) under guidelines and schedules specified by the Commissioner of Public Health; or

(B) in the case of a child enrolled in a preschool program or other prekindergarten program who, prior to April 28, 2021, was exempt from the applicable immunization requirements upon presentation of a statement

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that such immunizations would be contrary to the religious beliefs of such child or the parents or guardian of such child, as such additional immunizations are recommended, in a written declaration, in a form prescribed by the Commissioner of Public Health, for such child by a physician, a physician assistant or an advanced practice registered nurse. Such statement of religious beliefs shall be acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of this state, or a school nurse; or

(2) presents a certificate, in a form prescribed by the Commissioner of Public Health pursuant to Connecticut General Statutes § 19a-7q, from a physician, physician assistant, or advanced practice registered nurse stating that in the opinion of a such physician, physician assistant, or advanced practice registered nurse such immunization is medically contraindicated because of the physical condition of such child; or

(3) in the case of measles, mumps or rubella, presents a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or

(4) in the case of haemophilus influenzae type B, has passed such child's fifth birthday; or

(5) in the case of pertussis, has passed such child's sixth birthday.

II. Exemptions Based on Religious Beliefs

A. Children Enrolled in Kindergarten Through Twelfth Grade On or Before April 28, 2021

The immunization requirements set forth in Section I of these administrative regulations **shall not apply** to any child who is enrolled in kindergarten through twelfth grade on or before April 28, 2021 if:

1. such child presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and

2. such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse.

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B. Students Who Transfer from Another Public or Private School in Connecticut

The immunization requirements set forth in Section I of this policy **shall not apply** to any student who:

1. transfers to the District from another public or private school in Connecticut, and

2. was enrolled in kindergarten through twelfth grade in the other public or private school on or before April 28, 2021, and

3. presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse.

C. Children Enrolled in Preschool or Prekindergarten Prior to April 28, 2021

Any child who is enrolled in a preschool program or other prekindergarten program prior to April 28, 2021 who:

1. presented a statement, prior to April 28, 2021, from the parents or guardians of such child that such immunization is contrary to the religious beliefs of such child or the parents or guardians of such child, and

2. such statement was acknowledged by a judge of a court of record or a family support magistrate, a clerk or deputy clerk of a court having a seal, a town clerk, a notary public, a justice of the peace, an attorney admitted to the bar of the State of Connecticut, or a school nurse, but

3. did not present a written declaration from a physician, a physician assistant or an advanced practice registered nurse stating that additional immunizations are in process as recommended by such physician, physician assistant or advanced practice registered nurse, rather than as recommended under guidelines and schedules specified by the Commissioner of Public Health

shall comply with the immunization requirements provided for in Section I of these administrative regulations on or before September 1, 2022, or

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not later than fourteen (14) days after transferring to a program operated by a school under the jurisdiction of the District, whichever is later.

III. Additional Matters

In accordance with state law, the [_____] Board of Education ("Board") and the District shall not be liable for civil damages resulting from an adverse reaction to a nondefective vaccine required to be administered by state law.

If the parents or guardians of any child are unable to pay for any required immunization, the expense of such immunization shall, upon the recommendation of the Board, be paid by the town of the child's residence.

The District designates **[insert name of responsible staff member]** as the representative for receipt of reports from health care providers concerning student immunizations.

The current required immunizations for elementary (including preschool), middle and high school students can be found at: https://portal.ct.gov/dph/-/media/dph/dph-2025/immunization/provider-page/pdfs/school-nurses/school-requirements/immunization-requirements-for-enrolled-students-in-connecticut-schools.pdf?rev=a450f3da4306402e9b9a12e3a5fd0fb8&hash=1B740465EBD703330AF00A65E11A7C07

In implementing these regulations, the District shall consider state guidance and supporting documents and comply with applicable law.

Legal Reference: Connecticut General Statutes

§ 19a-7f	Child immunization standard of care and programs. Provision of vaccines by department. Vaccine policy and reporting
§ 10-204a	Required immunizations
§ 10-204c	Immunity from liability

Public Act 26-3, "An Act Establishing Connecticut Vaccine Standards."

Regulations of Connecticut State Agencies

§ 10-204a-2a	Adequate Immunization

ADOPTED_____
REVISED:_____

8/6/2026

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SHIPMAN

Series 5000
Students

POLICY TO IMPROVE COMPLETION RATES OF THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The _____ Board of Education (the "Board") understands that completion of the Free Application for Federal Student Aid ("FAFSA") is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the _____ Public Schools (the "District").

Program to Improve FAFSA Completion Rates

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District [***IF THE BOARD MAINTAINS AN ADULT EDUCATION PROGRAM ADD: and students enrolled in the District's adult education program***], the District shall develop a systematic program through which students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine the effectiveness of such regulations in improving completion rates of the FAFSA.

FAFSA Graduation Requirements

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

(1) completed a FAFSA;
(2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
(3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

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Confidentiality of FAFSA

Any information contained in a FAFSA held by the Board shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.

Reporting of FAFSA Completion Rates

Each year, the Superintendent or designee will report to the Board the FASFA completion rate for each high school in the District [***IF THE BOARD MAINTAINS AN ADULT EDUCATION PROGRAM ADD: and for the District's adult education program***].

Gifts, Grants and Donations to Implement Policy

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal References:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Public Act No. 24-45, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"

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[NOTE: This policy is written in connection with state law and United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs. Optional language is designated throughout the policy for boards that participate in the federal programs. Before adopting this policy, the board should review any existing school nutrition-related policies and procedures, even those that have not been formally adopted by the board, to ensure internal consistency and compliance with state and federal requirements.]

MEAL CHARGING POLICY

The _____ Board of Education (the "Board") recognizes the importance of providing nutritious food to students in the _____ Public Schools (the "District").

[LANGUAGE FOR BOARDS THAT PARTICIPATE IN THE USDA PROGRAM:

The Board is a sponsor of the United States Department of Agriculture (USDA) Food and Nutrition Services' Child Nutrition Programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), and the District shall adhere to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. In accordance with federal law, the Board will make a public announcement and notify parents and guardians of the eligibility criteria for free and reduced price meals and provide information regarding how a household may make an application for these benefits. Such notice and application will generally be distributed at the beginning of each school year.]

Charging Meals

The District uses an automated prepayment system for student meal accounts. Students whose accounts have insufficient funds, and who do not bring a meal or other funds to school to pay for meals, may charge meals to their meal accounts. Students will be informed of their right to purchase a meal, which excludes a la carte items, for any school breakfast, lunch or other meal offered by the District, even if the student's account has insufficient funds.

The Board prohibits publicly identifying or shaming a student for any unpaid meal charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student;
- Designating a specific meal option for the student; or
- Otherwise taking any disciplinary action against the student.

Collection of Unpaid Meal Charges

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The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The District shall consider whether the benefits of potential collections outweigh the costs that would be incurred to achieve those collections.

For purposes of this policy, "delinquent debt" means unpaid meal charges.

The District will contact the parents/guardians of students who charge meals to their meal accounts in order for the District to collect the delinquent debt. The first such communication will be a written communication, by mail or e-mail, after ***[insert number determined by Board]*** number of meal(s) have been charged. Subsequent written and verbal communications with parents/guardians concerning delinquent debt will be made by the building administrator or designee, as may be necessary and appropriate. All communications regarding unpaid meal charges shall be made directly and discreetly to parents/guardians. Written communications with parents/guardians regarding collection of a student's unpaid meal charges shall include ***[IF APPLICABLE: an application for free or reduced price meals,]*** information on local food pantries and the Connecticut Department of Social Services' supplemental nutrition assistance program, and a link to the District's or Town's website that lists ***[FOR REGIONAL SCHOOL DISTRICTS: Towns' websites that list]*** any community services available to Town residents.

In the event a student's unpaid meal charges are equal to or more than the cost of thirty (30) meals, the parents/guardians of such student will be referred to the District's homeless education liaison.

The Board shall comply with applicable federal and state laws and other federal or state requirements concerning the collection of unpaid meal charges. [***LANGUAGE FOR BOARDS THAT PARTICIPATE IN THE USDA PROGRAM: including but not limited to requirements relating to delinquent debt and "bad debt," as defined by federal law, and record-keeping relating thereto.***] The Board may accept gifts, donations or grants from any public or private sources for the purpose of paying off any unpaid charges for school lunches, breakfasts or other such feeding.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the District during the school year. This policy shall be provided to all District staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges shall be informed of this policy.

The District shall maintain, to the extent required by law, documentation of the methods used to communicate this policy to households and District staff responsible for policy enforcement.

The District shall provide this policy to the Connecticut State Department of Education during Administrative Reviews.

The Superintendent or designee may, if necessary and appropriate, develop administrative regulations in furtherance of this policy.

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Legal References:

State law:

Connecticut General Statutes

§ 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State of Connecticut, Department of Education, School Health, Nutrition and Family Services Operational Memorandum No. 11-22, "Connecticut Statutory Requirements for Unpaid Meal Charges in Public Schools," June 15, 2022.

State of Connecticut, Department of Education, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016.

Federal law:

7 C.F.R. Part 210 National School Lunch Program.

7 C.F.R. Part 220 School Breakfast Program.

7 C.F.R. Part 245 Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policy," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments," July 8, 2016.

U.S. Department of Agriculture, Food and Nutrition Service, Policy Memo SP 57-2016, "Unpaid Meal Charges: Guidance and Q&A," Sept. 16, 2016.

APPROVED:_____
REVISED: _____
8/2/22

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SHIPMAN

Series 5000

Students

NON-DISCRIMINATION (STUDENTS)

Protected Class Discrimination Prohibited:

The _____ Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

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

Retaliation Prohibited:

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

Discrimination on the Basis of Protected Class Association Prohibited:

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

Scope and Applicability:

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

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

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

B. Harassment:

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

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

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

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

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Sexual harassment is a form of harassment that is prohibited by law and Board policy. For more information regarding harassment based on sex, contact the District's Title IX Coordinator at:

[contact information]

C. Veteran:

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

D. Gender identity or expression:

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

E. Sexual orientation:

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

F. Race:

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

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G. Domestic violence:

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

[In response to requests from many of our clients, Shipman has developed the language below to in order to address incidents of biased conduct and/or communications by students. Please note that bias in this context is not currently defined by law, except when such bias raises to the level of unlawful discrimination and/or harassment. That said, it is commonly acknowledged that incidents of bias may be precursors to discriminatory and/or harassing conduct. Boards that wish to explicitly include reference to bias in this policy may utilize the language below in order to acknowledge the concerns presented regarding bias:

Biased Conduct:

The Board recognizes that certain student conduct or communications may be considered indicative of bias towards individuals who are members of a Protected Class, even when such conduct or communications do not rise to the level of discrimination and/or harassment. The Board directs the District administration to address any such biased conduct or communications in a manner consistent with the Board's legal obligations under state and federal law and Board policy, including free speech considerations, in order to promote a school environment that is welcoming and safe for all individuals.]

Reporting to District Officials:

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

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **[Identify Appropriate Personnel]** in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which accompany this policy and are available online at **[Insert website address for Board polices]** or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

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

If a complaint involves allegations of discrimination or harassment of a student based on sex, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy regarding sex discrimination and sexual harassment. Complaints involving allegations of discrimination or harassment of a student based on disability will be addressed in accordance with the procedures set forth in the applicable Board policy regarding Section 504/ADA. In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

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

[Identify Appropriate Personnel].

Remedial Action:

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

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

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

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

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

Reporting to State and Federal Agencies:

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

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1475
(202 453-6020)
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Connecticut Commission on Human Rights and Opportunities:

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

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
2. wishes to request or discuss accommodations for a student based on religion;

may contact:

[Insert name/title, address, telephone number, email of person(s)]

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of sex may contact the District's Title IX Coordinator:

[Insert name/title, address, telephone number, email address]

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
2. wishes to request an accommodation for a student on the basis of disability

may contact the District's Section 504/ADA Coordinator:

[Insert name/title, address, telephone number, email address]

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.
Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905
Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.
Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined
Connecticut General Statutes § 10-15c
Connecticut General Statutes § 27-103
Connecticut General Statutes § 46a-51, Definitions
Connecticut General Statutes § 46a-58, Deprivation of rights

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Connecticut General Statutes § 46b-1, Family relations matters and domestic violence defined

Public Act No. 25-139, "An Act Concerning Human Trafficking and Sexual Assault Victims"

ADOPTED:_____
REVISED:_____

10/21/2025

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Series 5000
Students

THE PLEDGE OF ALLEGIANCE

In accordance with Conn. Gen. Stat. Section 10-230(c), the Board of Education shall ensure that a period of time is set aside each school day to allow those students who wish to do so the opportunity to recite the Pledge of Allegiance. This policy shall not be construed to require any person to recite the Pledge of Allegiance, should he or she choose not to do so.

Legal References:

Connecticut General Statutes Section 10-230

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[NOTE: Conn. Gen. Stat. § 10-221o requires boards of education to adopt a policy concerning the circumstances when a school employee may prevent elementary students from participating in recess as a form of discipline, mandating that the policy contain specific requirements. Below is suggested language that prohibits a school employee from depriving elementary students from participating in the full 20 minutes per day of recess required under current law, or additional time devoted to undirected play provided under current law, except in specific circumstances. Boards have discretion in adopting rules to regulate the restriction, as a form of discipline, of time devoted to recess; however, the Board's policy must meet the statutory requirements and the Board is not permitted to include in this policy any provisions that the Board determines are unreasonably restrictive or punitive. Therefore, this policy is offered as a sample for consideration and boards of education may consider other reasonable rules regarding the deprivation of recess or undirected play as a form of discipline consistent with board philosophy, the needs of individual districts and consistent with Conn. Gen. Stat. § 10-221o.]

RECESS AND PLAY-BASED LEARNING

It is the policy of the _____ Board of Education (the "Board") to promote the health and well-being of district students by encouraging healthy lifestyles and mental health wellness, including promoting physical exercise, activity and play as part of the school day within the _____ Public Schools ("District").

For purposes of this policy, a "school employee" is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, or (2) 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 the district schools pursuant to a contract with the Board.

For purposes of this policy, "recess" means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise of not less than twenty minutes in total pursuant to Conn. Gen. Stat. § 10-221o.

I. Deprivation of Recess or Undirected Play Period as a Form of Discipline

For elementary school students, the Board includes a time of not less than twenty (20) minutes in total, during the regular school day, for recess, except that a planning and placement team ("PPT") may develop a different schedule for students requiring special education and related services.

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The administration may include additional time, beyond the twenty (20) minutes required for recess, devoted to undirected play during the regular school day for elementary school students.

In an effort to promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full twenty (20) minutes of recess or additional time devoted to undirected play during the regular school day, except in accordance with this policy or as determined by a student's Section 504 team or PPT.

A. *Recess Period*

School employees may prevent or otherwise restrict a student from participating in the entire time devoted to recess as a form of discipline only under the following circumstances:

1) When a student poses a danger to the health or safety of other students or school personnel; or

2) If there are two or more periods devoted to recess in a school day, then when the prevention or restriction of recess is limited to the period of recess that is the shortest in duration, provided that the student still participates in at least twenty minutes of recess in a school day.

School employees may prevent or restrict a student from participating in the entire time devoted to recess as a form of discipline, in accordance with this policy, only one time during a school week, unless the student is a danger to the health or safety of other students or school personnel.

School employees may not prevent or restrict a student from participating in the entire time devoted to recess if such prevention or restriction is related to the student's failure to complete school work on time or to the student's academic performance.

This policy distinguishes between a) discipline that is imposed before recess begins and b) discipline imposed during recess or methods used to redirect a student's behavior during recess. School personnel may impose discipline during recess as a result of student's behavior during recess, if such discipline is in accordance with Board policies and procedures. School personnel may also use methods to redirect a student's behavior, in the event such behavior warrants redirection, during recess. For clarity, the prohibition against preventing or restricting a student's participation in the time devoted to recess shall apply to student conduct that occurs prior to the recess time, rather than during the recess time.

B. *Undirected Play Period*

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School employees may not discipline elementary school students by preventing them from participating in the full time devoted to undirected play, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

II. Play-Based Learning Requirements for Pre-Kindergarten to Grade Five

Effective July 1, 2024, the Board directs the District administration to 1) provide for play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board; and 2) permit a teacher to utilize play-based learning during the instructional time of the regular school day for all students in grades one to five, inclusive.

A. Definitions for Section II

1) "Free play" means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except free play may be structured to promote activities that are child-directed, joyful and spontaneous.

2) "Guided play" means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

3) "Play-based learning" means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. Play-based learning does not mean time spent in recess or as part of a physical education course or instruction.

4) "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

5) "Instructional time" means the time of actual school work during a regular school day.

B. Play-Based Learning Requirements for Pre-Kindergarten and Kindergarten

Play-based learning shall be provided during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board. Such play-based learning shall:

1) be incorporated and integrated into daily practice;

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2) allow for the needs of such students to be met through free play, guided play and games; and

3) be predominantly free from the use of mobile electronic devices.

C. Play-Based Learning Requirements for Grades One to Five, Inclusive

The Board permits teachers to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning:

1) may be incorporated and integrated into daily practice;

2) shall allow for the needs of such students to be met through free play, guided play and games; and

3) shall be predominantly free from the use of mobile electronic devices.

D. Play-Based Learning for Students with IEPs or Section 504 Plans

Any play-based learning utilized shall comply with a student's individualized education program ("IEP") or Section 504 plan.

E. Deprivation of Play-Based Learning as a Form of Discipline

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to play-based learning, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

III. Prohibition on Compulsion of Physical Activity as a Form of Discipline

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

IV. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to

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comply with the requirements of this policy may be subject to having the individual's contract for services suspended by the district.

Legal References:

Connecticut General Statutes:

§ 10-221o Lunch periods. Recess. Boards to adopt policies addressing limitation of physical exercise

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

Public Act No. 23-159, "An Act Concerning Teachers and Paraeducators"

Public Act No. 23-101, "An Act Concerning the Mental, Physical and Emotional Wellness of Children"

ADOPTED: _____
REVISED: _____

9/20/2023

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SHIPMAN

Series 5000
Students

RESTORATIVE PRACTICES RESPONSE POLICY

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

For purposes of this policy:

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

- "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

- "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. "Bullying" includes "cyberbullying", which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

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- "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

- "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.

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

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

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

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

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Students

RESTORATIVE PRACTICES RESPONSE POLICY

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

For purposes of this policy:

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

- "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

- "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. "Bullying" includes "cyberbullying", which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

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- "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

- "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.

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

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

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

Legal References:

Conn. Gen. Stat. § 10-222aa

Conn. Gen. Stat. § 10-222dd

Conn. Gen. Stat. § 10-222jj

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REVISED:

3/5/2025

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PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

The _____Board of Education (the "Board") seeks to foster a safe and positive learning environment for all students. Board employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this policy and accompanying regulations and applicable law.

The Board authorizes the Superintendent or his/her designee to develop and implement administrative regulations in accordance with this policy and applicable law. The Board of Education mandates compliance with this policy and the associated administrative regulations at all times. Violations of this policy and/or associated administrative regulations by a Board staff member or other individual working at the direction of, or under the supervision of, the Board, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within the associated administrative regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

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Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

APPROVED:
REVISED:

7/26/18
Technical Rev. 7/28/20

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Series 5000
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POLICY REGARDING SEARCH AND SEIZURE

1. Search of a Student and the Student's Effects

   A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials. A student and his/her effects may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The way the search is conducted should be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

2. Search of a Locker, Desk and Other Storage Area

   A. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only. The Board of Education (the "Board") authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

   B. If the school administration reasonably suspects that a student is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

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C. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

3. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

4. Use of drug-detection dogs and metal detectors, similar detective devices; and/or breathalyzers and other passive alcohol screening devices may be used only on the express authorization of the Superintendent, in accordance with such procedures as the Superintendent may devise.

Legal References:

Conn. Gen. Stat. § 10-221, Board of education to prescribes rules, policies and procedures

Conn. Gen. Stat. § 54-33n, Search of school locker and property

New Jersey v. T.L.O., 469 U.S. 325 (1985)

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REVISED:_____

7/11/16
Technical Rev. 9/21/2020

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POLICY REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

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

In order to fulfill its obligation under Section 504/ADA, the [_____] Public Schools (the "District") recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

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

If a student's parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated

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with this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

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

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for the District:

[Insert Name, Title, Address, Telephone Number, and Email Address]

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

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

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

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973, Office for Civil Rights (July 2022), available at https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

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Students

POLICY REGARDING PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the _____ Board of Education (the "Board") for the _____ Public Schools (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. . Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX and Connecticut law (the "Administrative Regulations").

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo)*;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Under Connecticut law, discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of sexual orientation or gender identity and expression.

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The District administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include but need not be limited to, the definitions of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is _____ ***[include name or title - this may be multiple individuals]***. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact ***[must include all of this contact information]***:

OFFICE ADDRESS
ELECTRONIC MAIL ADDRESS
TELEPHONE NUMBER

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Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Students may also make a report of sexual harassment and/or sex discrimination under Title IX to the U.S. Department of Education: Office for Civil Rights, Washington DC Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-1475 (Telephone (202) 453-6020).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Conn. Gen. Stat. § 10-15c - Discrimination in public schools prohibited.

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STUDENT DISCIPLINE

It is the policy of the [_____] Board of Education (the "Board") to create a school environment that promotes respect of self, others, and property within the [_____] Public Schools (the "District"). Compliance with this policy will enhance the Board and the District's ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter.

Where appropriate, the District utilizes strategies that teach, encourage, and reinforce positive student behavior. Such strategies include, but are not limited to, using evidence and research-based interventions, including restorative practices, and may be implemented with or without imposing discipline, as appropriate. In addition to implementing this Student Discipline policy, the District shall address student behavior in accordance with the Board's School Climate Policy, Restorative Practices Response Policy, and any school rules, student handbook, and/or code of conduct provisions regarding the same.

I. Definitions

A. **Bullying** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

B. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.

C. **Challenging Behavior** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

D. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

E. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife,

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billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.

F. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

G. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

H. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.

I. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.

J. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner

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solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

K. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, ***[NOTE TO CLIENT: add other AI systems the District wishes to include as examples]*** capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

L. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, status as a victim of sexual assault or status as a victim of trafficking in persons, or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.

M. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

N. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

O. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

P. **School Days** shall mean days when school is in session for students.

Q. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

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R. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

S. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.

T. **Synthetically created image** means any photograph, film, videotape or other image of a person that (A) is (i) not wholly recorded by a camera, or (ii) either partially or wholly generated by a computer system, and (B) depicts, and is virtually indistinguishable from what a reasonable person would believe is the actual depiction of, an identifiable person.

U. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.

V. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.

W. For purposes of this policy, references to "school", "school grounds" and "classroom" shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

A. ***Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:***

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1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**

2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property**.

B. ***Conduct off School Grounds:***

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process**.

C. ***Seriously Disruptive of the Educational Process:***

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school**; (2) **whether other students from the school were involved or whether there was any gang involvement**; (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon**, as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred**; and (4) **whether the conduct involved the use of alcohol**. The Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs**.

D. ***Misconduct Involving Cannabis:***

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action

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(including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).

2. Theft.

3. The use of obscene or profane language or gestures.

4. The possession, display and/or dissemination of obscenity or pornographic images or the unauthorized or inappropriate possession, display and/or dissemination of images, pictures or photographs depicting nudity, including intimate synthetically created images.

5. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.

6. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

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

8. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.

9. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.

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10. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

11. A walk-out from or sit-in within a classroom or school building or school grounds.

12. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.

13. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

14. Possession of any ammunition for any weapon described above in Paragraph 13.

15. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

16. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

17. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 17, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not

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limited to, electronic cigarette liquid. For purposes of Paragraph 17, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 17, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 17, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

18. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

19. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 17 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

20. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

21. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

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22. Trespassing on school grounds while on out-of-school suspension or expulsion.

23. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.

24. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.

25. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

26. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

27. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

28. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.

29. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

30. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.

31. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.

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32. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

33. Hazing.

34. Challenging behavior, including, but not limited to, bullying, as defined in the Board's School Climate Policy and above.

35. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

36. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.

37. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.

38. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.

39. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

40. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.

41. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and

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threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.

42. Any action prohibited by any Federal or State law.

43. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

A. An administrator responsible for a school program ("responsible administrator") may consider recommendation of expulsion of a student in **grades three to twelve, inclusive**, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.

B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the District Administration has reason to believe:

1. was in **possession on school grounds, on school transportation,** or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon**, or **firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or

2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon**, a **dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or

3. was engaged **on or off school grounds or school transportation** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

The terms "**dangerous instrument**," "**deadly weapon**," **electronic defense weapon**," "**firearm**," and "**martial arts weapon**," are defined above in Section I.

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C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term **"firearm"** is defined above in Section I.

D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.

B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.

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D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher, the teacher must send the student to a designated area and notify the building principal or designee at once.

B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.

1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

2. Prior to conducting the informal hearing referenced above, an administrator, school counselor or school social worker at the student's school must contact the District's Homeless Education

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Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act, revised to December 23, 2022. If a student is determined to be a homeless child or youth, the responsible administrator or the administrator's designee must consider the impact of homelessness on the student's behavior during the informal hearing.

3. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:

   a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

   b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
      (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused serious physical harm;
      (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
      (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine

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whether such student may require special education or related services.

4. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.

5. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

6. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.

7. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.

8. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.

9. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.

10. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.

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11. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A(10), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.

12. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

13. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.

14. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

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A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.

B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.

C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233*l*, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the

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expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.

2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:

   a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.

   b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.

   c. A short, plain description of the conduct alleged by the Superintendent or designee.

   d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

   e. The student may cross-examine witnesses called by the Superintendent or designee.

   f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).

   g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.

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h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.

j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

4. Prior to conducting the expulsion hearing, an administrator, school counselor, or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act, revised to December 23, 2022.

D. ***Hearing Procedures:***

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.

3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.

4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence

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if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.

5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.

6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.

7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).

8. The student shall not be compelled to testify at the hearing.

9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.

10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.

11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.

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12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (10), (11), (12), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.

13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.

14. If a student is determined to be a homeless child or youth as described in Subsection IX.C(4), the Board (or the impartial board) must consider the impact of homelessness on the student's behavior. Such student may not be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the student's behavior. If the student is identified as a homeless child or youth and is expelled more than one time, the student shall be provided a meeting with the District's Homeless Education Liaison.

15. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.

16. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

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17. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

18. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

19. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

F. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

G. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include

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language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first or second time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.

2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a third, or subsequent, time.

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3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. Content of Alternative Educational Opportunity

1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled,* adopted by the Connecticut State Board of Education ("CSBE"), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):***

Notwithstanding Subsections X.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

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F. ***Students for whom an alternative educational opportunity is not required:***

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section IX.D(17), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

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XII. Change of Residence During Expulsion Proceedings

A. ***Student moving into the District:***

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233*l*, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233*l*, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. ***Student moving out of the District:***

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

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XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. ***Suspension of IDEA students:***

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District, except as set forth in subsection (3) below.

3. If an IDEA student is being suspended and that student has already been removed from their current placement for ten (10) school days in the same school year, school personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, so long as the suspension does not constitute a change in placement. If the suspension constitutes a change in placement, subsection (B) below will apply.

B. ***Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

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1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).

2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.

3. If the student's PPT finds that the behavior <u>was</u> a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior <u>was not</u> a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. ***Removal of Special Education Students for Certain Offenses:***

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

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a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or

b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or

c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.

2. The following definitions shall be used for this subsection XIII.C.:

a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504

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who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of the student's disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.

B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such

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student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).

B. The District shall report all suspensions and expulsions to the State Department of Education.

C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

§ 10-15c Discrimination in public schools prohibited. School attendance by five-year olds

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§ 10-16 Length of school year
§ 10-74j Alternative education
§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
§§ 10-222aa through 10-222kk School climate
§§ 10-233a through 10-233f Suspension and expulsion of students
§ 10-233*l* Expulsion and suspension of children in preschool programs
§ 10-236c Disruptive or harmful behavior. Behavior intervention meetings for certain students. Notice to parents
§ 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.
§ 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
§ 21a-240 Definitions
§ 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
§ 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
§§ 21a-408a through 408p Palliative use of marijuana
§ 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
§ 29-38 Weapons in vehicles
§ 46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. Restitution
§ 53a-3 Definitions
§ 53-206 Carrying of dangerous weapons prohibited
§ 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
§ 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age

Public Act 26-1, "An Act Concerning the Reallocation of Certain State Funds and Various Provisions Relating to Education, Public Safety, General Government, Elections, Intermediate Care Facilities and Warehouse Distribution Centers."

Public Act 26-125, "An Act Concerning the Education of Homeless Children and Youth."

Packer v. Board of Educ. of the Town of Thomaston, 717 A.2d 117 (Conn. 1998).

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State v. Hardy, 896 A.2d 755 (Conn. 2006).
State v. Guzman, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*18 U.S.C. § 921 (definition of "firearm")
18 U.S.C. § 930(g)(2) (definition of "dangerous weapon")
18 U.S.C. § 1365(h)(3) (identifying "serious bodily injury")
21 U.S.C. § 812(c) (identifying "controlled substances")
34 C.F.R. § 300.530 (defining "illegal drugs")
Gun-Free Schools Act, 20 U.S.C. § 7961
Honig v. Doe, 484 U.S. 305 (1988)
U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline (May 2023)*
Take It Down Act, Public L. 119-12
McKinney Vento Homeless Assistance Act, 42 U.S.C. § 11343a, revised to December 23, 2022.

ADOPTED: _____
REVISED: _____

8/4/2026

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SHIPMAN

Series 5000
Students

STUDENT DRESS

In order to maintain an environment conducive to the educational process, the _____ Board of Education (the "Board") prohibits the following from wear during the academic school day:

a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Outer wear shall not be worn, carried, or kept in the classroom during regular school hours.

b. Head coverings of any kind, including but not limited to scarves, bandannas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps, or hoods. Head coverings shall not be worn, carried, hung on belts or around the neck, or kept in the classroom during regular school hours. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy. Nothing in this policy shall be construed to prohibit protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

c. Items a. and b. above must be secured in the student's locker or other storage area before school starts. Items not stored will be confiscated by the administration.

d. Footwear which mars floors or is a safety hazard.

e. Sunglasses, whether worn or carried, unless required pursuant to a documented medical issue.

f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.

g. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

h. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures, which are likely to disrupt the educational environment.

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i. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.

j. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.

k. Shirts and/or blouses that reveal the abdomen, chest, or undergarments.

l. See-through clothing, tank tops or sleeveless shirts.

m. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.

N. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

Legal Reference:

Connecticut General Statutes § 46a-51 (definition of protective hairstyles)

ADOPTED:_____
REVISED:_____

3/11/21

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SHIPMAN

Series 5000
Students

CONFIDENTIALITY AND ACCESS TO EDUCATION RECORDS

I. POLICY

The [_____] Board of Education ("Board") complies with the state and federal laws and regulations regarding confidentiality, access to and amendment of education records maintained by the [_____] Public Schools (the "District"). The Board shall implement procedures that protect the privacy of parents and students while providing proper access to education records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

II. DEFINITIONS

A. Access is defined as the right to inspect or review a student's education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.

B. Authorized representative means any entity or individual designated by the Board, a State educational authority, or an agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), to conduct -- with respect to Federal- or State-supported education programs -- any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

C. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics and handwriting.

D. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the District has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

E. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not

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limited to, the parent's name, address and/or e-mail address; the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

F. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.

G. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

H. Education Records

1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the District or persons acting for the District.

2. Education records do not include:

a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";

b) records maintained by a law enforcement unit of the District that were created by that unit for the purpose of law enforcement;

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c) employment records used only in relation to the student's employment by the District that are 1) made and maintained in the normal course of business, 2) relate exclusively to the student's capacity as an employee, and 3) are not made available for any other purpose;

d) records on an eligible student (i.e. over 18 or attending a postsecondary educational institution) that are considered "treatment records" as they meet the following criteria: 1) the records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the District); however, the District must, upon request, permit an eligible student to have a physician or other appropriate professional of the student's choice review their treatment records;

e) records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and

f) grades on peer-graded papers before they are collected and recorded by a teacher.

I. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

[J. ***If the District maintains a law enforcement unit, the District should include this definition within the policy.***

***Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.*]**

K. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill their professional responsibilities. The District's Title IX Coordinator has a legitimate

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educational interest when performing the functions of their professional duties.

L. Parent is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student; however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1986 may receive access to the student's education records without the eligible student's consent.

M. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or the student's family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and parent's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

N. School Official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); the District's Title IX Coordinator; a person serving on the Board of Education; a volunteer, contractor or consultant or other party who performs an institutional service or function for the District (such as an attorney, auditor, medical consultant, therapist, or school resource officer); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing the school official's tasks.

O. Signed and Dated Written Consent to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. ANNUAL NOTIFICATION OF RIGHTS / RELEASE OF DIRECTORY INFORMATION

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A. On an annual basis, the District will notify parents and/or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the District and will also be published in the District's guide to Pupil Personnel **[or Special Education]** Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The District will take steps designed to ensure that parents or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.

B. On an annual basis, the District will also notify parents and/or eligible students currently in attendance of any categories of information designated as **directory information**. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the District from requiring students to wear or display a student identification card.

C. In the annual notification, the District will also provide notice to parents and/or eligible students that the District is legally obligated to provide military recruiters, institutions of higher education, or school choice programs, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

IV. CONFIDENTIALITY OF EDUCATION RECORDS

A. All school officials are directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and administrative regulations and in a manner consistent with state and federal law.

B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.

C. The District shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access

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controls, designed to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.

D. The District shall use reasonable methods designed to identify and authenticate the identity of parents, students, school officials and other parties to whom the District discloses personally identifiable information from education records.

E. The District shall require contractors and other outside agencies with access to education records to certify their compliance with the confidentiality requirements of this policy, as well as applicable state and federal law.

V. ACCESS TO EDUCATION RECORDS

A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Article XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.

B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The District will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.

C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent or eligible student.

D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.

E. For the records of **regular education students**, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.

F. For **students requiring special education**, the Board will comply with a request to review and inspect the child's education records without unnecessary delay and before any meeting regarding an IEP or any due

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process hearing or resolution session held in accordance with the IDEA; otherwise, the Board will comply with such request not later than ten (10) school days of such request.

G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive **one free copy** of their child's (the eligible student's) education records. The request for the free copy must be in writing and the Board will comply with the written request within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the Board shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent or eligible student, staff members, school employees and other school officials may access a student's education records **only if** they have been determined by the District to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Article VII, below.

I. Pursuant to the procedures set forth in Article VI, below, the District maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

J. Non-custodial Parents:

1. Divorced Parents

A parent does not lose the right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the District has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as

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long as the child remains in the school the student is attending at the time of the request.

2. Incarcerated Parents

Nothing in this policy shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical, or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if:

(a) such information is considered privileged under Conn. Gen. Stat. § 10-154a, regarding a communication made privately and in confidence by a student to a professional employee in the course of the professional employee's employment concerning alcohol or drug abuse or any alcoholic or drug problem of such student;
(b) such incarcerated parent has been convicted in Connecticut or any other state of sexual assault in violation of Conn. Gen. Stat. §§ 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b, or 53a-73a; or
(c) such incarcerated parent is prohibited from knowledge of or access to such student's cumulative record pursuant to a court order.

K. Unaccompanied Youth:

Notwithstanding anything in this policy to the contrary, an unaccompanied youth shall be entitled to knowledge of and have access to all educational, medical or similar records in the cumulative record of such unaccompanied youth maintained by the District. For the purposes of this provision, the term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

L. Copies of Education Records/Fees:

1. The District cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the student's records shall include the right to receive **one free copy** of those records. The request for the free copy shall be made in writing. The Board shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed **[50¢]** per page. ***[Please note that the District may or***

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may not charge for copies, provided such fee is consistent with its policy for charging for copies of records for regular education students and provided that such fee does not effectively prohibit the parent/eligible student from exercising their rights to access records].

2. In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the District shall:

    a. provide the parent or eligible student with a copy of the records requested, or
    b. make other arrangements for the parent or eligible student to inspect and review the requested records.

[As noted above, a school district may charge a fee for all other copies of education records, provided that the imposition of a fee does not effectively prevent a parent and/or eligible student from exercising their rights to access records. If the District elects to charge a fee for copies beyond the one free copy of special education records, we suggest the following provision:

3. The Board reserves the right to charge for copies of a student's education records. Such charge will not exceed 50¢ per page.]

VI. RECORD KEEPING REQUIREMENTS/DOCUMENTATION OF ACCESS TO EDUCATION RECORDS

A. The District will appoint an individual to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the District must maintain the records. The District will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the District.

B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:

1. the name of any individual, agency, or organization that requested or obtained access to the student's records;
2. the date of the request for access;
3. whether access was given;

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4. the purpose for which the party was granted access to the records;
5. the names of additional parties to whom the receiving party may disclose the information on behalf of the District; and
6. the legitimate educational interest in obtaining the information.

C. The record (log) requirement does not apply to requests from, or disclosure to:

1. a parent or eligible student;
2. a party seeking directory information;
3. a party who has a signed and dated written consent from the parent and/or eligible student;
4. school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record; or
5. persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).

D. The record (log) is a permanent part of the student's education records and must be available to the parent or eligible student upon request.

E. If the District makes a release of education records without consent in **a health and safety emergency**, the district must record:

1. the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
2. the parties to whom the District disclosed the information.

VII. THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

A. The District or its designated agent(s) may not permit release of education records or any information from such records that contain personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or eligible student, except as indicated in Article VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, video or audio recorded, person-to-person, statement over the telephone, on computer disk, e-mailed or electronic message, etc.) to any person other than those listed below, unless prior written consent has been obtained.

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B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

C. Personally identifiable information may be released **without consent** of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:

1. School Officials:

a) The disclosure is to other school officials within the District, including teachers, who have been determined by the District to have legitimate educational interests in the education records.

b) A contractor, consultant, volunteer, or other party to whom the District has outsourced institutional services or functions, provided that the party:

1) performs an institutional service or function for which the District would otherwise use employees;
2) is under the direct control of the District with respect to the use and maintenance of education records; and
3) is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records.

c) The Board shall comply with the below Section I of this Article VII prior to the provision of student records, student information or student-generated content to any school official who is a consultant or operator, as those terms are defined in Section I.

2. Transfer Students:

a) The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for

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a hearing to challenge the content of the record pursuant to Article X.

b) When a student enrolls in a new public school district (including a public charter school), the receiving school district must send written notice of such enrollment to the school the student previously attended not later than two (2) business days after the student enrolls. Not later than ten (10) days after receipt of such notice, the sending school shall transfer the student's records to the new school district.

c) Upon notification by the Department of Children and Families ("DCF") of a decision to change the school placement for a student attending District schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in accordance with Section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services. The Board shall transfer nonessential records to the receiving school in accordance with subsection b above.

3. The disclosure is to authorized representatives of the U.S. Comptroller, the U.S. Attorney General, the U.S. Secretary of Education, or State or local educational authorities. Disclosures of this nature may be made only in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to these programs. These entities may make further disclosures of personally identifiable information that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.

4. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.

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5. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the District that (a) the information is required by the court, and (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under state law. Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's IEP and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.

6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as:

   a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization,
   b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and
   c) the Board enters into a written agreement with the organization conducting the study that satisfies the requirements of 34 C.F.R. § 99.31(a)(6).

7. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

8. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.

9. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with

   a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

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b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in 18 U.S.C. §§ 2331 and 2332b(g)(5)(B).

10. If the District initiates legal action against a parent or student, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with the legal action as plaintiff.

11. If a parent or eligible student initiates legal action against the District, the District may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the District to defend itself.

12. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the District may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the District reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the District record such disclosure in accordance with Article VI.D, above.

13. The disclosure is to the parent of a student who is under 18 years of age or to the student.

14. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the District under 42 U.S.C. § 14071 and applicable federal guidelines.

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15. The disclosure is to the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service, or contractors acting on its behalf, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more federal meal or nutrition programs in order to report aggregate results that do not identify any individual. Such disclosures may only be made if:

a) the data collected will be protected to prevent the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture, and

b) any personally identifiable data will be destroyed when they are no longer needed for program monitoring, evaluations, and performance measurements.

16. The disclosure is to an agency caseworker or other representative of the DCF or other child welfare agency or tribal organization who has the right to access a student's case plan when the agency or organization is legally responsible for the care and protection of the student. The agency or organization may not disclose the education records or personally identifiable information contained in such records, except to an individual or entity engaged in addressing the student's educational needs and authorized by the agency or organization to receive such disclosure. Any disclosures made by the agency or organization must comply with applicable confidentiality laws for student education records.

D. Directory Information

The District will notify parents (of students currently enrolled within the District) or eligible students (currently enrolled in the District) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

1. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

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2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the District and is consistent with the District's obligations under both state and federal law.

3. The District may disclose directory information about students after they are no longer enrolled in the District. Notwithstanding the foregoing, the District will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

4. An objection to the disclosure of directory information shall not prevent the District from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the District from requiring students to wear or display a student identification card.

5. The District will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. **De-identified Records and Information**

1. The District may release education records or information from education records without the consent of a parent or eligible student after the removal of all personally identifiable information, provided that the District has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

2. The District may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

   a) the District does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;

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b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

c) the record code is not based on a student's social security number or other personal information.

F. **Disciplinary Records**:

Nothing in this policy shall prevent the District from:

1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

G. In accordance with state and federal law, the District will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

H. **Records of the Department of Children and Families ("DCF")**

1. Documents related to any DCF child abuse and/or neglect investigations that are maintained by the Board are considered education records under the FERPA. As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records, including records of allegations, investigations and reports made to DCF, should be kept in a confidential and central location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.

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2. In addition, the District shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

I. Except as set forth in Subsection I.5, below, the Board shall enter into a written contract with a consultant or operator any time the Board shares or provides access to student information, student records, or student-generated content with such consultant or operator.

1. The provisions of said contract shall comply with the requirements of Conn. Gen. Stat. §§ 10-234aa to 10-234dd.

2. The District shall maintain and update an Internet web site with information relating to all contracts entered into pursuant to Subsection I, above. On or before September 1st of each school year, the Board shall electronically notify students and the parents or legal guardians of students of the address of such Internet website. Not later than five (5) business days after executing a contract pursuant to this subsection, the Board shall post notice of such contract on the Board's website. The notice shall:

   a. State that the contract has been executed and the date that such contract was executed;
   b. Provide a brief description of the contract and the purpose of the contract; and
   c. State what student information, student records or student-generated content may be collected as a result of the contract.

3. For purposes of this subsection, upon receipt of notice of a breach of security that results in the unauthorized release, disclosure or acquisition of directory information, student information, student records or student-generated content, the Board shall electronically notify, not later than two business days after receipt of such notice, the student and the parents or guardians of the student whose information is involved in such breach. The Board shall thereafter post notice of such breach on the Board's Internet web site. The Internet posting shall comply with the requirements of FERPA. All questions and concerns relative to breach of security shall be referred to ***[Insert Name and Contact Information]***.

4. For purposes of this subsection, the following definitions are applicable:

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a. Consultant means a professional who provides noninstructional services, including but not limited to, administrative, planning, analysis, statistical or research services, to the Board pursuant to a contract with the Board.

b. Operator means any person who (a) operates an Internet web site, online service or mobile application with actual knowledge that such Internet web site, online service or mobile application is used for school purposes and was designed and marketed for school purposes, to the extent it is engaged in the operation of such Internet web site, online service or mobile application, and (b) collects, maintains or uses student information.

c. School Purposes means purposes that customarily take place at the direction of a teacher or the Board, or aid in the administration of school activities, including but not limited to instruction in the classroom, administrative activities and collaboration among students, school personnel or parents or legal guardians of students.

d. Student means a person who is a resident of the state and (a) enrolled in a preschool program participating in the state-wide public school information system, pursuant to Conn. Gen. Stat. § 10-10a; (b) enrolled in grades kindergarten to twelve, inclusive, in a school under the jurisdiction of the Board; (c) receiving special education and related services under an individualized education program; or (d) otherwise the responsibility of the Board.

e. Student Information means personally identifiable information or material of a student in any media or format that is not publicly available and is any of the following:

1) Created or provided by a student or the parent or legal guardian of a student, to the operator in the course of the student, parent or legal guardian using the operator's Internet web site, online service or mobile application for school purposes;
2) Created or provided by an employee or agent of the Board to an operator for school purposes;
3) Gathered by an operator through the operation of the operator's Internet web site, online service or mobile application and identifies a student, including but not limited to, information in the student's records or electronic mail account, first or last name, home address, telephone number, date of birth, electronic mail address,

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discipline records, test results, grades, evaluations, criminal records, medical records, health records, Social Security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious affiliations, text messages, documents, student identifiers, search activity, photographs, voice recordings, survey responses or behavioral assessments.

f. Student Record means any information directly related to a student that is maintained by the Board or any information acquired from a student through the use of educational software assigned to the student by a teacher or employee of the Board, except student record does not include de-identified student information allowed under the contract to be used by the consultant or operator to:

1) Improve educational products for adaptive learning purposes and customize student learning;
2) Demonstrate the effectiveness of the contractor's products in the marketing of such products; and
3) Develop and improve the consultant's or operator's products and services.

5. Notwithstanding anything in this Subsection to the contrary, the Board may use an operator's or consultant's services without entering into a contract as described above, if the use of an Internet web site, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 and such Internet website, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb, provided:

a. Such Internet web site, online service or mobile application complies with FERPA and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time;

b. The Board can provide evidence that it has made a reasonable effort to:

1) enter into a contract with such consultant or operator to use such Internet web site, online service or mobile application, in accordance with the provisions of Conn. Gen. Stat. § 10-234bb; and

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2) find an equivalent Internet web site, online service or mobile application operated by a consultant or an operator that complies with the provisions of Conn. Gen. Stat. § 10-234bb;

c. The consultant or operator complies with the provisions of Conn. Gen. Stat. § 10-234cc for such use; and

d. The parent or legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, signs an agreement that:

1) acknowledges such parent or legal guardian is aware that such Internet web site, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb; and
2) authorizes the use of such Internet web site, online service or mobile application.

e. The Board shall, upon the request of a parent or legal guardian of a child, provide the evidence described in Subsection 5.b, above.

VIII. REDISCLOSURE OF EDUCATION RECORDS

A. The District may disclose personally identifiable information from an education record only on the conditions that:

1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent or eligible student, and
2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.

B. Notwithstanding the provisions of Section A above, the District may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C above, and at least one of the following conditions is met:

1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.

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2. The original disclosure was to a state or local educational authority or federal official or agency as set forth in Article VII, Section C, and such state or local educational authority or federal official or agency has complied with the requirements of 34 C.F.R. § 99.32(b)(2).
3. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the District has made a reasonable effort to notify the parent or eligible student in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C (10)).
4. Disclosure is made to a parent, an eligible student, or the parent of an eligible student.
5. The information is considered directory information.

C. In the event that the Student Privacy Policy Office determines that a third party outside of the District has improperly redisclosed personally identifiable information from education records in violation of FERPA, the District may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. AMENDMENT OF EDUCATION RECORDS

A. If a parent or an eligible student believes that information in the student's education records is inaccurate, misleading or in violation of the student's right to privacy, the parent or eligible student is entitled to:

1. Request in writing that the District amend the records;
2. Receive within a reasonable period of time a decision from the District with respect to its decision on the amendment(s) requested by the parent or eligible student.

B. If the District decides to amend the records, the District shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent or eligible student of the amendment.

C. If the District decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise the parent or eligible student of the right to a hearing pursuant to this policy.

X. HEARING RIGHTS AND PROCEDURES

A. Rights

1. Upon written request of a parent or eligible student to the Superintendent of Schools, an opportunity for a hearing shall be

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provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

2. If, as a result of the hearing, the District decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent or eligible student shall be informed in writing.

3. If, as a result of the hearing, the District decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why the parent or eligible student disagrees with the District's decision, or both.

   a. Any statement placed in the records of the student shall be maintained by the District as part of the records of the student as long as the record or contested portion is maintained by the District.
   b. If the contested portion of the education record is disclosed by the District, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the District has received the request, unless the parent or eligible student requests a delay.

2. The parent or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.

3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

4. The parent or eligible student and the District shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

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5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. WAIVER OF RIGHTS

A. A student who is an applicant for admission to an institution of post-secondary education, or is in attendance at an institution of post-secondary education, may waive the right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
2. The letters or statements are used only for the purpose for which they were originally intended.
3. The waiver is not required by the District as a condition of admission to or receipt of any other service or benefit from the District.
4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.

B. A waiver may be revoked with respect to any actions occurring after the revocation.

C. Revocation of a waiver must be in writing.

XII. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

A. The following definitions shall apply to Article XII of this policy:

1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

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"Health Care Provider" means any physician, physician assistant, dentist, nurse, provider of services for persons with psychiatric disabilities or persons with intellectual disability or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information and complies with the requirements of this subdivision.

5. School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the District medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.

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2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:

a) the protected individual, the protected individual's legal guardian or a person authorized to consent to health care for such individual;
b) any person who secures a release of confidential HIV-related information;
c) a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
d) a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;
e) a medical examiner to assist in determining cause of death; or
f) any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual, who is also a student, from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical

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personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or the protected individual's legal guardian, shall keep such information confidential and shall not disclose such information.

4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.

5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.

6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.

3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the

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medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy **[reference policy number]**.

XIV. RIGHT TO FILE A COMPLAINT

FERPA affords parents and eligible students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 *et seq.*
Conn. Gen. Stat. § 10-220h
Conn. Gen. Stat. § 10-15b
Conn. Gen. Stat. § 10-233d
Conn. Gen. Stat. § 10-234aa
Conn. Gen. Stat. § 10-234bb
Conn. Gen. Stat. § 10-234cc
Conn. Gen. Stat. § 10-234dd
Conn. Gen. Stat. § 10-234ff
Conn. Gen. Stat. § 10-234gg
Conn. Gen. Stat. § 10-220d
Conn. Gen. Stat. § 10-253
Conn. Gen. Stat. § 17-16a
Conn. Gen. Stat. § 17a-28
Conn. Gen. Stat. § 17a-101k
Conn. Gen. Stat. § 19a-581 *et seq.*
Conn. Gen. Stat. § 46b-134

Regs. Conn. State Agencies § 10-76d-18

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State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students, June 2017

State Department of Education, Guidance on Civil Rights Protections and Supports for Transgender Students: Frequently Asked Questions, June 2017

State Department of Education memorandum dated December 21, 2010, on school choice recruitment

Office of the Public Records Administrator, Retention Schedule M8-Education Records, Revised 2/2005, available at http://ctstatelibrary.org/wp-content/uploads/2015/07/M8.pdf

Federal Law:

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

USA Patriot Act of 2001, Pub. L. No. 107-56

Every Student Succeeds Act, Pub. L. No. 114-95

Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 *et seq.*, as amended by Every Student Succeeds Act, Pub. L. No. 114-95.

34 C.F.R. §§ 99.1 - 99.67
34 C.F.R. § 106.45
34 C.F.R. §§ 300.560 - 300.576
Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, U.S. Department of Education (October 2007), available at http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/.

ADOPTED:_____
REVISED:_____

9/27/2025

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SHIPMAN

Series 5000
Students

STUDENT USE OF THE DISTRICT'S COMPUTER SYSTEMS AND INTERNET SAFETY

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The _____ Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises, and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, tablets, laptops, personal gaming systems, Bluetooth speakers, e-readers, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer network, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the _____ Public Schools (the "District").

These computer systems are business and educational tools. As such, they are made available to students in the District for education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education-related purposes. The District will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and other online communication sites and cyberbullying awareness and response. Additionally, the District will implement a technology protection measure designed to block or filter Internet access to visual depictions that contain material that is obscene or obscene as to minors or contains child sexual abuse material, and designed to ensure that such filtering technology is operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access.

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As the owner of the computer systems, the Board reserves the right to monitor the use of the District's computers and computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-193; 53a-250 *et seq.*

Public Act 24-118, "An Act Concerning Child Sexual Abuse."

Electronic Communication Privacy Act of 1986, 18 U.S.C. §§ 2510 through 2523

Children's Internet Protection Act, 47 U.S.C. § 254(h)

No Child Left Behind Act of 2001, 20 U.S.C. § 6777

Protecting Children in the 21st Century Act, 47 U.S.C. § 254(h)(5)(B)(iii)

ADOPTED:_____
REVISED:_____

10/28/2024

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[NOTE TO CLIENT: Connecticut General Statutes § 10-221(f) requires boards of education to adopt a written policy and procedures for dealing with youth suicide prevention and youth suicide attempts. State law also authorizes, but does not require, boards of education to (1) establish a student assistance program to identify risk factors for youth suicide, procedures to intervene with such youths, referral services, and training for staff and students who provide assistance in the program, and (2) use an assessment to determine youth suicide risk, in accordance with statutory requirements. Our model policy and administrative regulations are one way in which boards of education can meet Section 10-221(f)'s requirements for adopting a policy and procedures regarding suicide prevention. In reviewing, revising and implementing policy and procedures regarding youth suicide prevention and intervention, we recommend that the Board and the District work closely with the school medical advisor, if any, and other qualified mental health professionals, as these policies, regulations and procedures are informed by both medical and mental health best practices as well as legal recommendations.]

SUICIDE PREVENTION AND INTERVENTION

The _____ Board of Education (the "Board") recognizes that suicide is a complex issue and that schools are not mental health treatment centers. The _____ Public Schools (the "District") cannot be expected to thoroughly evaluate and eliminate suicidal risk. Nevertheless, school personnel may become aware of specific factual circumstances in which a student has communicated a suicidal intent or other specific circumstances in which a student is perceived by school staff to be at risk for suicide. In such cases, the Board is committed to respond in a supportive manner, both aggressively and immediately, to a student who has attempted, has threatened, or who communicates that they are considering attempting suicide.

Any Board employee who has knowledge that a student has made a suicidal threat or attempt or exhibited suicidal ideation must immediately report this information to the building principal or designee, who will, in turn, notify **[appropriate Pupil Personnel Services staff] [the designated Crisis Intervention Team] [the Student Assistance Team]. [PPS staff] [The CIT] [The SAT]**, with administrative assistance, if necessary, will contact the student's family and appropriate resources within and outside the school system, as permitted by law. The Board further directs the school staff to refer students who come to their attention as being at risk of attempting suicide for professional

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assessment and treatment services outside of the school. Information concerning a student's suicide attempt, threat or risk will be shared with others only as permitted by state and federal law.

In recognition of the need for youth suicide prevention procedures, the Board directs the Superintendent or designee to adopt and maintain administrative regulations addressing youth suicide prevention.

[OPTIONAL: In consultation with the District's medical advisor and other qualified mental health professionals, the District may also establish a student assistance program, in accordance with statutory requirements, to identify risk factors for youth suicide; procedures to intervene with such youths; referral services; and training for teachers and other school professionals and students who provide assistance in the program.]

Training will be provided for teachers, other school staff, and students regarding the prevention of and response to youth suicide.

Legal Reference:

Connecticut General Statutes § 10-220a
Connecticut General Statutes § 10-221(f)
Public Act 23-167, "An Act Concerning Transparency in Education."

ADOPTED:_____
REVISED:_____

9/29/2024

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POLICY CONCERNING SUNSCREEN APPLICATION IN SCHOOL

The _____ Board of Education (the "Board") permits the application of sunscreen by students within the _____ Public Schools (the "District"), in accordance with State law. Specifically, notwithstanding the provisions of Connecticut General Statutes § 10-212a and the Board's policy and/or administrative regulations concerning the administration of medication in school, any student who is six (6) years of age or older may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity.

For a student to apply sunscreen prior to engaging in any outdoor activity, the following elements must be met:

1. The student's parent or guardian must sign the Board's written authorization and submit the authorization to the school nurse; and

2. The student and the student's parent or guardian, where applicable, must comply with any individual school procedures concerning the possession and self-application of sunscreen in school.

The Board authorizes the Superintendent or his/her designee to develop administrative regulations to implement this policy.

Legal References:

Conn. Gen. Stat. § 10-212a	Administration of medications in schools, at athletic events and to children in school readiness programs
Conn. Gen. Stat. § 10-212h	Self-application of sunscreen by students

ADOPTED: _____
REVISED: _____

8/16/19
Technical Rev. 10/1/2020

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Series 5000
Students

TRANSPORTATION

I. Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students, including consideration of hazardous conditions whether or not described in this policy;

2. provide for appropriate supervision for students while on school transportation, consistent with the Board's student discipline policy; and

3. assist disabled students by providing appropriate specialized transportation when required by law.

II. Definitions

1. "School transportation" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from the pupil's residence or the assigned bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved and maintained by the municipality or the state of Connecticut, or private roads approved pursuant to C.G.S. Section 10-220c.

2. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and the pupil's school from a point at the curb or edge of a public or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the [ ] Board of Education.

3. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.

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4. "Grade K" means kindergarten, or a school program appropriate to a beginning pupil.

5. "Hazard" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to or from school and/or to or from a designated bus pick-up area.

6. "Sidewalk" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.

7. "Raised walk area" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.

8. "Walking route" means the route that the student is expected to travel between his/her residence to and from school and/or an assigned bus stop.

9. "Bus stop" shall be defined as a geographical location designated by the Board of Education, school administration or their designee where students can safely wait for purposes of embarking or disembarking a school bus.

10. "Pupil" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

III. Provision of Transportation

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

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Grade	Limit
K	1 mile
1-3	1 mile
4-8	1 1/2 miles
9-12	2 miles

Students living within the stated distance limits will receive transportation when, in the opinion of the Superintendent of Schools, it is in the best interests of the district to provide transportation.

IV. Access to Bus Stops/Transportation and Behavior

Parents and/or guardians are responsible for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building, compliance with health and safety precautions at the bus stop and along walking routes, and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop in advance of any scheduled pick up time.

Students accessing school transportation are expected to behave in an appropriate manner, in accordance with all school rules and regulations. The Board's policies and procedures concerning student discipline shall apply to student behavior while accessing student transportation.

V. Hazardous Conditions

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. Except as provided in Paragraph 7 of this Section, a street or road, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:

   a) For pupils under age ten, or enrolled in grades K through 3:
      (i) the absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and a pupil is expected to cross the street; OR
      (ii) street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from

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school exceeds sixty vehicles per hour at the intersection, and a pupil is expected to cross the street.

b) For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school, and such pupils are expected to cross the street;

c) For all pupils:
   (i) any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR

   (ii) the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.

2. Any street, road, or highway, along a designated walking route to or from school and/or to or from a designated bus pick-up area, that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:

a) For pupils under age ten, or enrolled in grade K through 3:
   (i) any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR
   (ii) any street, road, or highway possessing a speed limit in excess of thirty miles per hour.

b) For all pupils:
   (i) the presence of human-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR

   (ii) any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR

   (iii) any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR

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(iv) any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.

3. Any walkway, path, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

a) a crossing guard is present; OR

b) for pupil under age ten, an automatic control bar is present at crossings; OR

c) for pupils over age ten, a bar or red flashing signal light is operational.

4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:

a) a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR

b) any area adjacent to a roadway, sidewalk, or bridge, along a designated walking route to or from school and/or to or from a designated bus pick-up area, having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.

5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.

6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.

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7. It shall not be a "hazard" or "hazardous condition" for a pupil whose residence abuts a public street, road or highway to (1) wait for the bus on the private property where the pupil resides for the school bus, until the school bus's flashing red lights are activated to stop traffic so that the student can enter onto or cross the public street, road or highway to get on a school bus; or (2) exit a school bus that is stopped on the public street, road or highway, when the bus's flashing red lights are activated to stop traffic so that the pupil can enter onto or cross such street, road or highway to access the private property where the pupil resides.

VI. Applicability and Exceptions

1. This policy is applicable to public road approved and maintained by the municipality or state of Connecticut, or private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c.

2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.

3. The Superintendent of Schools may grant an exception to any guideline set forth in this policy where a peculiar condition or combination or conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

VII. Complaint Procedure

1. All complaints concerning school transportation safety shall be made in writing to the Superintendent of Schools or designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations in a timely manner. The investigation shall include 1) the review of the complaint raised with appropriate personnel responsible for transportation of students and 2) the opportunity for the parent or other person making the complaint to meet with the Superintendent to discuss the complaint and any possible resolution thereof.

2. Annually, within thirty (30) business days of the end of the school year, the Superintendent of Schools or designee shall provide the Commissioner of Motor Vehicles ("Commissioner") with a copy of the written record of complaints received during the previous twelve (12) month period.

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3. The Superintendent of Schools or designee shall make a written report of the circumstances of any accident within the Board's jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner within ten (10) business days thereafter on a form prescribed by the Commissioner.

4. If a complaint covered by Section 10-186 of the Connecticut General Statutes, and is not resolved by the Superintendent, the Superintendent shall inform parent or guardian, or an emancipated minor or a pupil eighteen years of age or older, of the right to request a hearing regarding the complaint. Such hearing, if requested, shall be held in accordance with Section 10-186 of the Connecticut General Statutes, as it may be amended from time to time.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.
10-187 Appeal from finding of hearing board.
10-220 Duties of boards of education.
10-220c Transportation of children over private roads. Immunity from Liability.
10-221c Development of policy for reporting complaints regarding school transportation safety.
10-273a Reimbursement for transportation to and from elementary and secondary schools.
10-280a Transportation for students in non-profit private schools outside school district.
10-281 Transportation for pupils in nonprofit private schools within school district.
14-275 Equipment and color of school buses.
14-275b Transportation of mobility impaired students.
14-275c Regulations re: school buses and motor vehicles used to transport special education students.

ADOPTED:_____
REVISED:_____

7/15/2021

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Series 5000
Students

[NOTE TO CLIENT: On August 21, 2024, the Connecticut State Board of Education issued a Position Statement and Policy Guidance regarding Personal Technology Use in Connecticut Schools. In light of this guidance, school districts may decide to develop more specific policies or rules restricting the use of cell phones and other personal technology devices during the school day. If a school district would like to develop more specific policies or rules regarding the use of private technology devices by students at school, Shipman & Goodwin LLP is available to assist in crafting language that satisfies the school district's needs.]

USE OF PRIVATE TECHNOLOGY DEVICES BY STUDENTS

Students may possess privately owned technological devices on school property and/or during school-sponsored activities, in accordance with the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Definitions

Board Technology Resources

For the purposes of this policy, "Board technology resources" refers to the _____ Board of Education's (the "Board's") computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources owned and/or used by the _____ Public Schools (the "District") and accessible by students.

Privately Owned Technological Devices

For the purposes of this policy, "privately owned technological devices" refers to privately owned desktop computers, personal computing devices, cellular phones, Smartphones, Smartwatches, network access devices, tablets, laptops, personal gaming systems, Bluetooth speakers, e-readers, and other electronic signaling devices.

Generative Artificial Intelligence

For the purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and

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relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

Use of Privately Owned Technological Devices

Privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff or unless necessary for a student to access the District's digital learning platform or otherwise engage in remote learning if remote learning has been authorized in accordance with applicable law.

On school property, at a school-sponsored activity, while in use for a remote learning activity if remote learning has been authorized in accordance with applicable law, or while being used to access or utilize Board technology resources, the use of any such device for an improper purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of a harassing, threatening, or intimidating message, at any time, to the extent such communication may violate other applicable Board policy, regulation, or school rule (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene, obscene as to minors, or contains child sexual abuse material;
- Cyberbullying;
- Using such privately owned device to violate any Board policy or school rule, including the unauthorized recording (photographic, video, or audio) of another individual without the permission of the individual or a school staff member;
- Using such privately owned device for the unauthorized use of generative artificial intelligence; or
- Taking any action prohibited by any Federal or State law.

Search of Privately Owned Technological Devices

A student's privately owned technological device may be searched if the device is on Board property or in a student's possession at a school-sponsored activity, in accordance with the applicable Board policy for search and seizure.

Responsibility for Privately Owned Technological Devices

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Students are responsible for the safety and use of their privately owned technological devices. If a privately owned technological device is stolen, lost, or damaged while the device is on school property or during a school-sponsored activity, a report should be made to the building principal, who will investigate the loss, or cause it to be investigated, in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any privately owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised to use good judgment when deciding to bring such items to school and advised not to share or loan their privately owned technological devices with other students.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of privately owned technological devices to access or utilize the Board's technology resources in an inappropriate manner or the use of such privately owned technological devices in any manner inconsistent with this policy will not be tolerated and will result in disciplinary action. For students, a violation of this policy may result in loss of access privileges, a prohibition on the use and/or possession of privately owned technological devices on school property or at school-sponsored activities, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

Access to Board Technology Resources

The Board may permit students, using their privately owned technological devices, to access the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by the District and accessible by students. Additionally, it is the expectation of the Board that students who access these resources while using privately owned technology devices will act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws.

Through the publication and dissemination of this policy statement and others related to use of the Board's computer systems, as well as other instructional means, the Board educates students about the Board's expectations for technology users.

The Board's technology resources shall only be used to access educational information and to promote learning activities both at home and at school. Students are expected to act at all times appropriately in ways that are fully in accord with applicable policies concerning technology use as well as all local, state, and federal laws when using the Board technology resources. Failure to do so will result in the consequences outlined herein and in other applicable policies (including, but not limited to, the Student Discipline Policy and the Student Use of the District's Computer Systems Policy).

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Students must abide by the procedures outlined in this policy and all policies and applicable regulations outlined in the Board's computer use and other applicable policies. Students will be given specific information for log-on and access procedures for using school accounts. No user may deviate from these log-on/access procedures. **Students are advised that the Board's network administrators have the capability to identify users and/or to monitor all privately owned technological devices while they are logged on to the network.** Students must understand that the Board has reserved the right to conduct monitoring of Board technology resources and can do so *despite* the assignment to individual users of passwords for system security. Any password systems implemented by the Board are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. **Therefore, students should be aware that they should not have any expectation of personal privacy in the use of privately owned technological devices to access Board technology resources. This provision applies to any and all uses of the Board's technology resources and any privately owned technological devices that access the same.**

Harm to Board Technology Resources

Any act by a student using a privately owned technological device that harms the Board technology resources or otherwise interferes with or compromises the integrity of Board technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Closed Forum

This policy shall not be construed to establish a public forum or a limited open forum.

Legal References:

Conn. Gen. Stat. § 10-233j

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250 *et seq.*

Electronic Communications Privacy Act of 1986, 28 U.S.C. §§ 2510 through 2523

New Jersey v. T.L.O., 469 U.S. 325 (1985)

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Students

[Boards of education are required to have a wellness policy in place. The development, implementation and periodic review of this policy must involve parents, students, representatives from the school food authority, school administrators, the school board and the public, and may also permit the involvement of teachers of physical education and school health professionals. We recommend that the district consider creating an advisory council to review applicable state and federal guidance in this area and to make recommendations to the Board regarding district-specific goals and guidelines to be included in this policy and that such stakeholders are included in the implementation of the policy as well as the triennial review.]

POLICY REGARDING WELLNESS

It is the policy of the _____ Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

[These goals/guidelines should be designed to promote student wellness in a manner that the school district determines is appropriate. The development of these goals should involve the review and consideration of evidence-based strategies and techniques. Examples of the types of goals that may be recommended include, but are not limited to, the following:

- ***Reviewing "Smarter Lunchroom" tools and strategies***
- ***Setting an average weekly minimum time for classroom nutrition education***

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- *Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods*
- *Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as well as in non-core and elective subjects*
- *Providing a minimum number of hours per year of training to classroom teachers on how to integrate nutrition education into other basic subjects*
- *Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed*
- *Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens*
- *Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families*
- *Partnering with community health agencies or organizations for school wellness activities*
- *Working with the school meal program to develop school gardens and use the cafeteria as a learning lab*
- *Providing field trips to local farms where produce is purchased for school meals]*

B. Physical Activity and Other School-Based Activities

[Examples of the types of goals that may be recommended include, but are not limited to, the following:

- *Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness*
- *Sponsoring health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness*
- *Adopting a written physical education curriculum for grades K-12 that is aligned with national and/or state physical education standards*
- *Incorporating a school garden, Farm to School, Farm to Cafeteria or Chefs Move to Schools activities that promote healthy eating*

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- *Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity*
- *Encouraging and promoting the use of Let's Move and other healthy initiatives that promote physical activity and healthy eating*
- *Applying for the Healthier US School Challenge*
- *Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools*
- *Providing physical activity opportunities at the school for families and community members*
- *Addressing before and after school physical activity for all students including clubs, intramural, and interscholastic opportunities*
- *Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity*
- *Setting minimum physical education requirements including time, frequency and intensity*
- *Setting maximum teacher to student ratios for physical education classes*
- *Addressing qualifications for physical education teachers for grades K-12 and physical education training and professional development*
- *Setting minimum requirements for recess, including amount of time and scheduling of recess time*
- *Requiring recess to be outdoors if possible*
- *Allowing physical activity breaks during school*
- *Using physical activity as a reward and not punishment*
- *Prohibiting the withholding of physical activity as a punishment*
- *Encouraging walking and biking to school through safe route programs*
- *Creating after school activity programs, student health council, and community/family programs that encourage healthy habits*
- *Scheduling school meals at appropriate times in appropriate settings*
- *Marketing healthy food in ways that increase its appeal*
- *Giving students and the community after-school access to school activity facilities*
- *Participating in the Connecticut Red Ribbon PASS Program*
- *Addressing physical education exemption requirements and/or substitutions for all students]*

C. Nutritional Guidelines for School Food

[These guidelines should be selected by the school district for all foods available at each school during the school day, including sold and non-sold food and beverages, with the objectives of promoting student health and reducing childhood obesity. Nutrition guidelines for all foods offered to students for sale must be, at a minimum, consistent with the meal pattern requirements and nutrition standards for school meals and competitive foods. Examples of the

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types of goals and guidelines that might be recommended under this section include, but are not limited to, the following:

- *Whether the district is in compliance with updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)*
- *Whether all schools provide breakfast through the USDA School Breakfast Program*
- *A description of nutrition standards for school meals*
- *The website address of current school menus*
- *Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)*
- *How participation in the school meal programs will be promoted, how families are notified of the availability of Child Nutrition Programs, and how to determine children's eligibility for such programs. For example, applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website*
- *Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs*
- *Timing and duration of school meals that consider evidence-based research to support healthy eating*
- *Information about the availability of free drinking water throughout the school day and the specific location of such free drinking water*
- *Regulating a la carte, vending machine, concession and school store offerings in each school*
- *Addressing compliance with USDA nutrition standards (commonly referred to as Smart Snacks, available at https://www.fns.usda.gov/cn/smart-snacks-school) for all food and beverages sold to students during the school day.*
- *Regulating after school activity, field trip, school event and school party offerings*
- *Eliminating the use of food as a reward*
- *Eliminate the use of candy and other unhealthy foods as fundraisers*
- *Training and certification of food preparation and food service staff that meets the requirements in the USDA Professional Standards for Child Nutrition Professionals*
- *Evaluating food and drink contracts*
- *Addressing food and beverages containing caffeine at the high school level*
- *Information about what steps the district will take to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way. For example, the cafeterias are cashless—all students, regardless of the type of payment they make for school meals,*

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or the food being purchased (meal or a la carte) are given a code to enter at the cash register

- *Addressing how to handle feeding children with unpaid meal balances without stigmatizing them. For example, schools will serve students a reimbursable meal, regardless of whether the student has money to pay or owes money, and/or schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals*
- *Information about specific strategies to increase participation in school meal programs, such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" breakfast items or Breakfast in the Classroom*
- *Addressing the amount of "seat time" students have to eat school meals and requiring meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch*
- *Addressing purchasing local foods for the school meals program*
- *Addressing nutrition standard for all foods and beverages served to students after the school day, including before/after care of school grounds, clubs, and after school programming]*

Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 and 220.8 as applicable. See ***https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program.***

D. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted of foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, cups used for beverage dispensing, on educational materials, and in school publications and school media outlets.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the **[title of position]** to be responsible for the implementation and oversight of the school district's wellness

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program. The **[title of position]** will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Legal References:

Connecticut General Statutes:

§ 10-21i Red Ribbon PASS Program
§ 10-215d Regulations re nutrition standard for school breakfasts and lunches.
§ 10-215f Certification that food meets nutrition standards.
§ 10-221o Lunch periods. Recess.
§ 10-221p Boards to make available for purchase nutritious and low-fat foods.
§ 10-221q Sale of beverages.

Federal Law:

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42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, *Healthy, Hunger-Free Kids Act of 2010*.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, *Every Student Succeeds Act*.

7 C.F.R. § 210.10	Meal requirements for lunches and requirements for afterschool snacks.
7 C.F.R. § 210.11	Competitive food service and standards.
7 C.F.R. § 210.31	Local school wellness policy.
7 C.F.R. § 220.8	Meal requirements for breakfasts.

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