



Regular BOE Meeting
October 20, 2026
7:00 PM

Reed Intermediate School Library
3 Trades Lane
Newtown, CT 06470

Livestream link is:

Call in number is (US)

As stewards of Newtown Public Schools, we commit to conducting ourselves with honesty, integrity, and respect. Guided by Newtown's Core Values and the Portrait of a Graduate, we will strive to prepare every student to think critically and innovate with curiosity; adapt, persevere, and pursue goals with strategic focus; act with compassion, collaborate across differences, and communicate with clarity. We hold ourselves to the same attributes we seek to instill in our students, embodying them in our work together.

AGENDA

1. PLEDGE OF ALLEGIANCE
2. CONSENT AGENDA
 - A. Minutes from October 6, 2026
 - B. Correspondence Report
3. **PUBLIC PARTICIPATION
4. REPORTS
 - A. Chair Report
 - B. Superintendent's Report
 - C. Committee and Liaison reports
 - D. Student Representative Report
 - E. Action on the Itemized Estimate Report for the Moth Ending September 30, 2026
5. PRESENTATIONS
 - A. Elementary Schools Strategic Goals
 - B. Reed Intermediate School Strategic Goals
6. OLD BUSINESS
7. NEW BUSINESS
 - A. Policies for First Read
 1. 1700 Policy Regarding Possession of Deadly Weapons or Firearms
 2. 4118.5/4218.5 Employee Use of the District's Computer Systems and Electronic Communications
 3. 4113/4213 Employment and Student Teacher Checks

4. 5141.3 Immunizations
5. 5145.4 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
6. 5114 Student Discipline

B. Policies Recommended to Rescind Upon Approval

1. 1700 Policy Regarding Possession of Deadly Weapons or Firearms
2. 4118.5/4218.5 Employee Use of the District's Computer Systems and Electronic Communications
3. 4113/4213 Employment and Student Teacher Checks
4. 5141.3 Immunizations
5. 5145.4 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990
6. 5114 Student Discipline

C. First Read of Spanish II Curriculum

D. First Read of American Government Curriculum.

8. PUBLIC PARTICIPATION

9. ADJOURNMENT

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. We ask that speakers state their name and address for the record, keep their comments respectful, and limit them to three minutes or less. The Board does not engage in dialogue during Public Participation. Comments regarding the individual circumstances of specific students or employees should be communicated directly to school administrators or the Superintendent. Please see Board Policy 9690 for more information.*



Board of Education Meeting - October 6, 2026

Council Chambers, 3 Primrose Street, Newtown, CT 06470

Please Note: These minutes are pending Board approval

Members Present: A. Plante, Chair;(Remote) D. Linnetz, Vice Chair; D. Ramsey, Secretary; J. Vouros; C. Gilson (Remote); M. Beylouni; S. Tomai (Remote)

Staff Present: A. Uberti, Superintendent; F. Purcaro, Assistant Superintendent; T. Gouveia, Director of Business

Student Representatives Present: Talmage Bacon

Press: The Newtown Bee

Public: 3

The meeting was called to order at 7:00 p.m.

1. PLEDGE OF ALLEGIANCE

2. CELEBRATIONS

Superintendent Uberti and the Board formally acknowledged Dan Holmes and the Sandy Hook School (SHS) Bioswale Restoration Team for their visionary leadership in restoring the bioswale located at Sandy Hook School. In recognition of their outstanding service, the Board presented a commemorative plaque inscribed with a quote by Audrey Hepburn: *"To plant a garden is to believe in tomorrow."*

The Board extends its sincere gratitude and formal acknowledgment to all key partners, volunteers, families, and local organizations whose generous donations and labor made the Sandy Hook School Bioswale Restoration Project possible. Special thanks are extended to Candy Donahue and family, John Bello of Bello Landscapes, Geordie Elkins and Highstead Arboretum, Pete Marino of Appleberry Farm, Board Member John Vouros, Girl Scout Troop 50837, Planters Choice, and Hollandia Nurseries for their invaluable contributions and support.

3. CONSENT AGENDA

MOTION: Mr. Vouros moved that the Board of Education approve the Consent Agenda which includes the Minutes from the Board of Education meeting on September 15, 2026, and the Correspondence Report. Seconded by Mr. Ramsey. The motion passed unanimously.

4. FIRST PUBLIC PARTICIPATION - None

5. REPORTS

A. Chair Report: Mrs. Plante reminded Board members to complete their registrations for the upcoming Connecticut Association of Boards of Education (CABE) conference in Mystic by November 20, 2026. Mrs. Plante also reported that the Legislative Council has officially appointed members to the Building Committee for the proposed Grade 6–8 Middle School project. The committee's kickoff meeting is scheduled for October 13, 2026.

B. Superintendent's Report: Superintendent A. Uberti provided operational updates across three key areas:

- *Weapons Detection System Rollout:* Implementation of the weapons detection system began at Newtown High School (NHS) on October 1, 2026. The first day went well and students responded positively to the new process. Initial screening delays were minimal and primarily involved educating students on items that set off false triggers, such as specific three-ring binders. Student coverage by the NHS Media Club accurately captured the orderly and efficient entry process and minimal delays. In response to board inquiries regarding student arrival anxiety during system implementation, Superintendent Uberti noted that student services staff were present during morning entry and that the presence of a school psychologist could be integrated into ongoing arrival monitoring as needed.
- *October 5 Professional Learning Day:* Over 300 staff members participated in a comprehensive district-wide professional learning day on October 5. Session topics included purposeful play and phonics for K–2 and ELL educators, Building Thinking Classrooms (BTC) problem-solving strategies, AI integration led by technology specialists and computer science staff, and world language instructional methods. Special education staff engaged with guest speakers on student agency, neurodiversity, and collaborative planning.

C. Committee and Liaison Reports: Board Member Donald Ramsey reported on the Curriculum & Instruction (C&I) subcommittee meeting. The subcommittee received presentations from Liz Ward, World Language Chair, on Spanish 2 Curriculum and Amy Deeb on American Government. Both curriculum programs will be presented for first read at the October 20th BOE Meeting.

D. Student Representative Report: Talmage Bacon reported positive student feedback regarding the weapons detection system roll out. He highlighted that NHS high school celebrated its National Merit Scholarship recipients and 12 NHS alumni chosen to be inducted to the inaugural Hall of Fame. He reported that Senior Night events are taking place for many teams and clubs and he reminded the Board that the fall drama production this year is *Radium Girls*, and will take place November 12–15, 2026.

6. PRESENTATIONS

6.A Academic Performance Data Presentation

Assistant Superintendent Frank Purcaro presented the spring 2026 state assessment data and outlined the operational protocols executed during the District Data Team session held the prior week. Full presentation [HERE](#).

- The spring 2026 assessment data highlighted strong overall academic achievements and progress across the district. Highlights included a 70% proficiency rate in Smarter Balanced ELA (#4 regional ranking), state-leading 5-year growth in Smarter Balanced Math among similar districts, pre-pandemic performance levels in NGSS Science featuring a 17-percentage-point increase in Grade 11, and a #2 regional ranking in Grade 11 Digital SAT ELA and Math. Additionally, high school chronic absenteeism decreased significantly from 10.7% to 6.6%.
- *High School Math & Instruction*: The Board reviewed high school math course sequencing, SAT boot camps, and the implementation of the student-led “Building Thinking Classrooms” problem-solving framework.
- *Science Focus Across Grade Levels*: The Board analyzed why 11th-grade science proficiency jumped by 17 percentage points while Grades 5 and 8 growth flattened. Superintendent Uberti noted that this difference partly stems from instructional structure, as older grades receive daily science taught by certified specialists. There are fewer dedicated science instructional hours in the lower grades.

6.B 2026–27 Instructional Goals Overview - Entire presentation available [HERE](#).

Superintendent Anne Uberti presented the Year 2 implementation framework for the district’s 2025–2028 Instructional Strategic Plan, highlighting key priority areas:

- **Technology & Infrastructure**: Deployment of Google Flex cloud-based management to transition from traditional desktop hardware in Grades 7–8 and NHS; expansion of district AI teams to evaluate student-facing AI tools; and convening the District Digital Device Committee to establish K–12 screen time and Chromebook usage guidelines.
- **Instructional Frameworks & Support**: Standardizing a district-wide K–8 Multi-Tiered System of Supports (MTSS) operational manual; formalizing an NHS MTSS framework; launching American School Counselor Association (ASCA) National Model training for administrators and counselors; conducting an English Language Learner (ELL) curriculum review; and enforcing the Harmful Language Protocol.
- *Strategic Counseling Rationale*: Superintendent Uberti emphasized that adopting the ASCA National Model is designed to re-align school counseling duties with modern best practices, explicitly shifting counselors away from administrative tasks (such as building master schedules) to guarantee that approximately 80% of their time is dedicated to direct student interaction, academic advising, and social-emotional support.
- **Community & Leadership Connection**: Implementing “Super in the Schools” recurring office hours to foster direct communication between the Superintendent and building-level staff.

7. OLD BUSINESS

7.A Capital Improvement Plan (CIP)

The Board conducted final deliberations regarding the 10-year Capital Improvement Plan that was presented for a first read at the September 15th Board of Education meeting. It was noted for the record that the Capital Improvement Plan will also include the radio infrastructure upgrade which puts the CIP at \$277,000.

MOTION: Mr. Vouros moved that the Board of Education approve the Capital Improvement Plan as presented in the amount of \$277,000, which includes the proposed allocation for new emergency and administrative radio equipment. Seconded by Mr. Ramsey. Motion passes unanimously.

7.B Second Read and Action on Philosophy Curriculum

MOTION: Mr. Vouros moved that the Board of Education approve the Philosophy Curriculum. Seconded by Mr. Ramsey. Motion passes unanimously.

7.C Second Read and Action on Mixed Media Curriculum

MOTION: Mr. Vouros moved that the Board of Education approve the Mixed Media Curriculum. Seconded by Mr. Ramsey. Motion passes unanimously.

7.D Second Read and Action on Policies

MOTION: Mr. Vouros moved that the Board of Education approve the policies listed under 7D in Old Business. Seconded by Mr. Ramsey. Motion passes unanimously.

7.E Second Read and Action on Policies to Rescind

MOTION: Mr. Vouros moved that the Board of Education rescind the policies listed under 7E in Old Business. Seconded by Mr. Ramsey. Motion passes unanimously.

8. NEW BUSINESS

8.A Newtown Middle School French Field Trip

MOTION: Mr. Vouros moved that the Board of Education approve the Newtown Middle School French Field Trip to France from April 9-16, 2028, as presented. Seconded by Mr. Ramsey. Motion passes unanimously.

8.B Newtown High School Field Trip

MOTION: Mr. Vouros moved that the Board of Education approve the Newtown High School Field Trip to Killington, VT. from January 22-24, 2027 as presented. Seconded by Mr. Ramsey. Motion passes unanimously.

9. SECOND PUBLIC PARTICIPATION - Shannon Tomai requested that the Policy Committee review current policies and administrative regulations to determine whether any updates should be considered regarding student wellness and athletic coach conduct.

10. ADJOURNMENT - The meeting adjourned at 9:20 p.m.

MOTION: *Mr. Vouros moved to adjourn the meeting. Seconded by Mr. Ramsey. Motion passes unanimously.*

Respectfully Submitted,

Donald Ramsey, Secretary



Correspondence Report

[illegible]

Date	Sender Name	Subject

The Correspondence Report reflects a periodic summary of correspondence received by the Newtown Board of Education. In accordance with applicable privacy laws and Board policies, certain communications may be excluded from the Report from time to time.

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
SEPTEMBER 30, 2026**

Quarterly Financial Update – September FY27

The first quarter financial report provides a year-to-date snapshot of district expenditures, encumbrances, and anticipated obligations. To reflect a more accurate projection of our year-end position, many accounts are fully projected within the “anticipated obligation” column. It is important to note that by the close of Q2, many of these accounts will display variances as we begin our account analysis and more data becomes available. However, current spending patterns appear consistent with prior years.

In September, the district expended approximately **\$7.1 million** on operations. Of this amount, **\$4.5 million** represented salaries, **\$2.6 million** covered all other expenditure categories. At this time, the majority of spending trends are within normal limits.

Year-to-date we have expended **\$12,413,258**, encumbered **\$58,993, 989** (\$50M in salaries) and have **\$24,154,672** accounted for in anticipated obligations. It is too early in the year to accurately predict a year-end balance; therefore, we are currently anticipating a full budget spend.

While it’s restively early in the year, we have been faced with several immediate budget pressures. In Other Purchased Services, specifically in contracted special education services, we’ve had to contract with an outside agency to temporarily backfill openings due to FMLA vacancies. The two positions are found in Speech & Language services, which is a specialized learning program. The Speech and Language Pathologist (SLP) contracted positions are projected to cost approximately \$130,000, all of which was unanticipated. Additionally in Special Education, we are experiencing a shortfall to cover a nursing service for a student in our NCP program by approximately \$12,100. We also continue to gather data on Behavior Therapists (BT) services, which currently show an overage of \$7,200 (budgeted \$150,000) and may continue to add further pressure.

In Supplies, we will need to cover approximately \$75,000 in fuel excise tax credit, now that the exemption is no longer in place.

On a positive note, we have accounted for an additional \$35,000 in NCP tuition. This revenue is used to offset the salaries found in our Special Education Career line item.

Key Financial Highlights

SALARY ACCOUNTS

- **Overall Position:** Salary accounts are currently projecting a positive balance of \$181,839.
- **Certified Salaries:**
The certified salary group shows a **positive balance of \$29,615**. We have reviewed the majority of certified salaries and, at this time, have met our projected turnover savings by approximately \$4,000.

- **Non-Certified Salaries:**

The non-certified salary group currently reflects a **positive balance of \$152,223**, primarily attributable to vacancies and staff turnover. We continue to evaluate support staff positions, account for contractual salary increases, and reconcile the associated accounts. This process is typically finalized closer to October and November. While many positions have been accounted for, additional adjustments may be necessary over the next several months as our review and analysis continue.

EMPLOYEE BENEFITS

- All benefit accounts are projected to remain within budget.

PROFESSIONAL SERVICES

- **Professional Services is currently projected to be on budget.** The contracted nursing services noted in this report are budgeted under Contracted Services in Other Purchased Services. A *placeholder* (for potential expense holdback) has been entered into Professional Education Services in the event we cannot provide for the \$75,000 deficit found in our fuel accounts.

PURCHASED PROPERTY SERVICES

- All accounts appear to be within normal limits for this time of year. However, it is too early to accurately forecast our unencumbered accounts, such as water, sewer and rental costs. This object also contains building repair accounts which can experience large unexpected expenses.

In FY25, the district faced a leaky High School roof that cost over \$80,000 before a new roof could be installed, and in FY24, a major boiler failure at the Middle School resulted in significant unplanned expenses. The budgeted amount of **\$505,000** is based on an average of past years' costs, adjusted for current building conditions. Thankfully we've managed to stay within or close to the budget due to our talented and professional maintenance staff who act quickly when issues arise and often repair problems in-house or identify the right contractor to call. This saves time, district money and minimizes disruption.

OTHER PURCHASED SERVICES

- **Contracted Services**

Contracted Services currently reflects a deficit of \$149,300, driven primarily by special education services. Our two contracted Speech and Language Pathologist (SLP) positions are projected at approximately \$130,000 over budget, and we expect continued pressure in this area.

Also included in this line item is a contracted nurse for a student in our NCP program, which came in \$12,100 over last year. It is still early, and because this service is provided on an as-

needed basis, this amount could be adjusted. We also continue to gather data on our contracted needs for Behavior Therapists (BT) services, combined with our staffing needs. At this time, BT services are projected to be \$7,200 over budget; however, based on experience, this is an area that can cost more than two-times the budgeted amount of \$150,000. We will continue to keep a close eye on this area and report any significant changes.

- **Transportation Services**

Transportation Services is currently projected flat. We are continuing to collect data for this account and will provide an update as more information becomes available.

- **Insurance & Printing Services**

Insurance, Communications and Printing accounts are all projected to be on budget at this time.

- **Out-of-District Tuition**

This account can be somewhat volatile and subject to unpredictable swings. Currently, the majority of students are encumbered, and the account is projected to be on budget.

The Excess Cost Grant is budgeted with the tuition expense, reducing our overall expense, and will be adjusted in December to reflect the actual costs that the district outlays for students requiring education in out-of-district locations. The grant will be submitted on December 1, at which we should have a much clearer picture of how this account will evolve. Currently, our Excess Cost Grant is budgeted for **\$1,839,983** in total (allocated between transportation and tuition) and included in the expenditure line.

SUPPLIES

- At this time, all accounts within the Supplies category are on target except Fuel for Vehicles & Equipment. On-target accounts include Instructional and Library Supplies, Software, Medical, and Office Supplies, Plant Supplies, Electric, Propane and Natural Gas, Heating Oil, and Textbooks. Utility accounts are being held flat while we continue to collect data.
- **Fuel for Vehicles and Equipment** currently reflects a deficit of \$75,000. Because the fuel excise tax exemption is no longer in place, the district will need to cover approximately \$75,000 in excise tax this year, which is why this account is already showing a deficit.

Fuel Excise Tax Credit Impact and Proposed Holdbacks

The loss of the fuel excise tax relief has a direct effect on the district's transportation fuel costs. The Fuel for Vehicles & Equipment account in Transportation was budgeted at \$142,020. Year-to-date spending is \$16,305, and projected spending for the year is now approximately \$200,715. That leaves an anticipated shortfall of about \$75,000 in this account. Because fuel is a non-discretionary cost tied to student transportation, the administration is looking at early steps to offset this pressure within the existing operating budget rather than waiting until later in the year. To begin addressing the gap, we have identified four accounts for potential holdbacks totaling \$42,461. Three are in supply accounts: \$20,000 in Instructional Supplies, \$10,000 in Buildings & Grounds, and \$5,000 in Office Supplies. The fourth is \$7,461 in Staff Training.

These accounts may have small pockets of funding available and can be held back with minimal disruption to instruction, building operations, or required training. These amounts are recorded as *placeholders* in the current projection, not as permanent reductions.

PROPERTY EQUIPMENT & MISCELLANEOUS

- Technology, other equipment and memberships all appear to be within normal spending limits at this time. These accounts are generally on target, with deviations occurring only in the event of specific projects or unforeseen emergencies, in which case the Board would be informed.

Tanja Gouveia
Director of Business & Finance
October 15, 2026

NEWTOWN BOARD OF EDUCATION
2026-27 ITEMIZED ESTIMATE
FOR THE MONTH ENDING SEPTEMBER 30, 2026

OBJECT		EXPENDED	2026- 2027	YTD		CURRENT	YTD			ANTICIPATED	PROJECTED	%
CODE	EXPENSE CATEGORY	2025 - 2026	BUDGET	TRANSFERS		BUDGET	EXPENDITURE	ENCUMBER	BALANCE	OBLIGATIONS	BALANCE	EXP
GENERAL FUND BUDGET												
100	SALARIES	\$ 57,060,935	\$ 59,990,443	\$ -	\$ 59,990,443	\$ 7,842,256	\$ 50,082,189	\$ 2,065,998	\$ 1,884,159	\$ 181,839	99.70%	
200	EMPLOYEE BENEFITS	\$ 15,983,490	\$ 16,814,237	\$ -	\$ 16,814,237	\$ 587,503	\$ 233,747	\$ 15,992,986	\$ 15,992,986	\$ -	100.00%	
300	PROFESSIONAL SERVICES	\$ 803,806	\$ 769,639	\$ -	\$ 769,639	\$ 85,203	\$ 197,765	\$ 486,671	\$ 479,210	\$ 7,461	99.03%	
400	PURCHASED PROPERTY SERV.	\$ 1,992,246	\$ 1,853,267	\$ -	\$ 1,853,267	\$ 400,616	\$ 522,274	\$ 930,377	\$ 930,377	\$ -	100.00%	
500	OTHER PURCHASED SERVICES	\$ 11,555,744	\$ 11,663,431	\$ -	\$ 11,663,431	\$ 2,582,587	\$ 7,554,458	\$ 1,526,387	\$ 1,675,686	\$ (149,300)	101.28%	
600	SUPPLIES	\$ 3,618,884	\$ 3,694,313	\$ -	\$ 3,694,313	\$ 838,585	\$ 297,708	\$ 2,558,020	\$ 2,598,020	\$ (40,000)	101.08%	
700	PROPERTY	\$ 475,315	\$ 587,528	\$ -	\$ 587,528	\$ 9,847	\$ 104,904	\$ 472,777	\$ 472,777	\$ -	100.00%	
800	MISCELLANEOUS	\$ 72,438	\$ 89,061	\$ -	\$ 89,061	\$ 66,661	\$ 944	\$ 21,456	\$ 21,456	\$ -	100.00%	
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%	
TOTAL GENERAL FUND BUDGET		\$ 91,562,857	\$ 95,561,919	\$ -	\$ 95,561,919	\$ 12,413,258	\$ 58,993,989	\$ 24,154,672	\$ 24,154,672	\$ (0)	100.00%	
							12.99%	61.73%	25.28%			
900	TRANSFER NON-LAPSING (unaudited)	\$ 181,787	\$ -									
amount recommended for transfer into BoE's Non-Lapsing Fund												
GRAND TOTAL		\$ 91,744,644	\$ 95,561,919	\$ -	\$ 95,561,919	\$ 12,413,258	\$ 58,993,989	\$ 24,154,672	\$ 24,154,673	\$ (0)	100.00%	

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2025 - 2026	2026- 2027 APPROVED BUDGET	YTD TRANSFERS 2026- 2027	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,407,122	\$ 4,606,905	\$ -	\$ 4,606,905	\$ 953,785	\$ 3,647,058	\$ 6,062	\$ 4,740	\$ 1,322	99.97%
	Teachers & Specialists Salaries	\$ 36,381,686	\$ 38,098,446	\$ -	\$ 38,098,446	\$ 4,508,771	\$ 33,721,812	\$ (132,136)	\$ (175,496)	\$ 43,359	99.89%
	Early Retirement	\$ 76,309	\$ 76,000	\$ -	\$ 76,000	\$ 76,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 137,405	\$ 152,520	\$ -	\$ 152,520	\$ 84,215	\$ -	\$ 68,305	\$ 68,305	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 150,716	\$ 188,753	\$ -	\$ 188,753	\$ 12,122	\$ 112,824	\$ 63,808	\$ 63,974	\$ (166)	100.09%
	Certified Substitutes	\$ 873,868	\$ 938,688	\$ -	\$ 938,688	\$ 29,131	\$ 464,165	\$ 445,392	\$ 460,292	\$ (14,900)	101.59%
	Coaching/Activities	\$ 716,131	\$ 738,933	\$ -	\$ 738,933	\$ -	\$ -	\$ 738,933	\$ 738,933	\$ -	100.00%
	Staff & Program Development	\$ 81,358	\$ 123,500	\$ -	\$ 123,500	\$ 23,840	\$ 88,970	\$ 10,690	\$ 10,690	\$ -	100.00%
	CERTIFIED SALARIES	\$ 42,824,595	\$ 44,923,745	\$ -	\$ 44,923,745	\$ 5,687,863	\$ 38,034,828	\$ 1,201,054	\$ 1,171,438	\$ 29,615	99.93%
	Supervisors & Technology Salaries	\$ 938,509	\$ 1,036,414	\$ -	\$ 1,036,414	\$ 221,976	\$ 768,258	\$ 46,180	\$ 40,000	\$ 6,180	99.40%
	Clerical & Secretarial Salaries	\$ 2,351,114	\$ 2,415,093	\$ -	\$ 2,415,093	\$ 424,834	\$ 2,014,000	\$ (23,741)	\$ (23,741)	\$ 0	100.00%
	Paraeducators	\$ 3,126,385	\$ 3,384,313	\$ -	\$ 3,384,313	\$ 258,938	\$ 2,982,435	\$ 142,941	\$ 81,188	\$ 61,752	98.18%
	Nurses & Medical Advisors	\$ 1,022,990	\$ 1,064,202	\$ -	\$ 1,064,202	\$ 127,031	\$ 886,138	\$ 51,033	\$ 51,033	\$ 0	100.00%
	Custodial & Maint. Salaries	\$ 3,483,692	\$ 3,640,139	\$ -	\$ 3,640,139	\$ 728,041	\$ 2,799,968	\$ 112,130	\$ 78,596	\$ 33,534	99.08%
	Non-Certified Adj	\$ -	\$ 4,910	\$ -	\$ 4,910	\$ -	\$ -	\$ 4,910	\$ 4,910	\$ -	100.00%
	Career/Job Salaries	\$ 211,202	\$ 222,725	\$ -	\$ 222,725	\$ 31,136	\$ 213,799	\$ (22,210)	\$ (56,977)	\$ 34,767	84.39%
	Special Education Svcs Salaries	\$ 1,900,877	\$ 2,131,601	\$ -	\$ 2,131,601	\$ 243,317	\$ 1,741,931	\$ 146,353	\$ 146,353	\$ (0)	100.00%
	Security Salaries & Attendance	\$ 736,154	\$ 761,672	\$ -	\$ 761,672	\$ 44,951	\$ 630,832	\$ 85,889	\$ 69,900	\$ 15,989	97.90%
	Extra Work - Non-Cert.	\$ 115,131	\$ 124,629	\$ -	\$ 124,629	\$ 39,457	\$ 10,000	\$ 75,172	\$ 75,172	\$ -	100.00%
	Custodial & Maint. Overtime	\$ 329,132	\$ 249,000	\$ -	\$ 249,000	\$ 32,182	\$ -	\$ 216,818	\$ 216,818	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 21,155	\$ 32,000	\$ -	\$ 32,000	\$ 2,532	\$ -	\$ 29,468	\$ 29,468	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 14,236,341	\$ 15,066,698	\$ -	\$ 15,066,698	\$ 2,154,393	\$ 12,047,360	\$ 864,944	\$ 712,721	\$ 152,223	98.99%
	SUBTOTAL SALARIES	\$ 57,060,935	\$ 59,990,443	\$ -	\$ 59,990,443	\$ 7,842,256	\$ 50,082,189	\$ 2,065,998	\$ 1,884,159	\$ 181,839	99.70%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 12,719,930	\$ 13,402,282	\$ (6,000)	\$ 13,396,282	\$ 6,586	\$ 867	\$ 13,388,829	\$ 13,388,829	\$ -	100.00%
	Life Insurance	\$ 89,018	\$ 91,195	\$ -	\$ 91,195	\$ 14,775	\$ -	\$ 76,420	\$ 76,420	\$ -	100.00%
	FICA & Medicare	\$ 1,748,214	\$ 1,828,310	\$ -	\$ 1,828,310	\$ 267,716	\$ -	\$ 1,560,594	\$ 1,560,594	\$ -	100.00%
	Pensions	\$ 982,144	\$ 1,028,182	\$ 6,000	\$ 1,034,182	\$ 97,998	\$ 8,250	\$ 927,934	\$ 927,934	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 55,683	\$ 71,800	\$ -	\$ 71,800	\$ 800	\$ 30,000	\$ 41,000	\$ 41,000	\$ -	100.00%
	Workers Compensation	\$ 388,501	\$ 392,468	\$ -	\$ 392,468	\$ 199,627	\$ 194,630	\$ (1,790)	\$ (1,790)	\$ -	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 15,983,490	\$ 16,814,237	\$ -	\$ 16,814,237	\$ 587,503	\$ 233,747	\$ 15,992,986	\$ 15,992,986	\$ -	100.00%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2025 - 2026	2026- 2027 APPROVED BUDGET	YTD TRANSFERS 2026- 2027	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 608,143	\$ 526,350	\$ -	\$ 526,350	\$ 32,234	\$ 92,897	\$ 401,220	\$ 401,220	\$ -	100.00%
	Professional Educational Serv.	\$ 195,663	\$ 243,289	\$ -	\$ 243,289	\$ 52,969	\$ 104,869	\$ 85,451	\$ 77,990	\$ 7,461	96.93%
	SUBTOTAL PROFESSIONAL SERV.	\$ 803,806	\$ 769,639	\$ -	\$ 769,639	\$ 85,203	\$ 197,765	\$ 486,671	\$ 479,210	\$ 7,461	99.03%
400	PURCHASED PROPERTY SERV.					-39361	-60061				
	Buildings & Grounds Contracted Svc.	\$ 661,777	\$ 582,800	\$ -	\$ 582,800	\$ 196,156	\$ 173,064	\$ 213,579	\$ 213,579	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 108,952	\$ 117,700	\$ -	\$ 117,700	\$ 15,701	\$ -	\$ 101,999	\$ 101,999	\$ -	100.00%
	Building, Site & Emergency Repairs	\$ 521,704	\$ 505,000	\$ -	\$ 505,000	\$ 94,104	\$ 68,284	\$ 342,612	\$ 342,612	\$ -	100.00%
	Equipment Repairs	\$ 218,054	\$ 217,044	\$ -	\$ 217,044	\$ 39,210	\$ 115,268	\$ 62,567	\$ 62,567	\$ -	100.00%
	Rentals - Building & Equipment	\$ 309,755	\$ 293,223	\$ -	\$ 293,223	\$ 55,445	\$ 165,657	\$ 72,120	\$ 72,120	\$ -	100.00%
	Building & Site Improvements	\$ 172,003	\$ 137,500	\$ -	\$ 137,500	\$ -	\$ -	\$ 137,500	\$ 137,500	\$ -	
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,992,246	\$ 1,853,267	\$ -	\$ 1,853,267	\$ 400,616	\$ 522,274	\$ 930,377	\$ 930,377	\$ -	100.00%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,567,447	\$ 1,436,793	\$ -	\$ 1,436,793	\$ 712,808	\$ 384,075	\$ 339,910	\$ 489,210	\$ (149,300)	110.39%
	Transportation Services	\$ 5,519,467	\$ 5,798,446	\$ -	\$ 5,798,446	\$ 574,476	\$ 3,623,256	\$ 1,600,714	\$ 1,600,714	\$ -	100.00%
	Insurance - Property & Liability	\$ 452,570	\$ 434,401	\$ -	\$ 434,401	\$ 237,870	\$ 196,921	\$ (390)	\$ (390)	\$ -	100.00%
	Communications	\$ 222,700	\$ 216,676	\$ -	\$ 216,676	\$ 50,049	\$ 155,636	\$ 10,991	\$ 10,991	\$ -	100.00%
	Printing Services	\$ 23,530	\$ 28,180	\$ -	\$ 28,180	\$ 2,481	\$ 958	\$ 24,740	\$ 24,740	\$ -	100.00%
	Tuition - Out of District	\$ 3,579,960	\$ 3,542,205	\$ -	\$ 3,542,205	\$ 996,471	\$ 3,093,360	\$ (547,627)	\$ (547,627)	\$ -	100.00%
	Student Travel & Staff Mileage	\$ 190,070	\$ 206,730	\$ -	\$ 206,730	\$ 8,432	\$ 100,251	\$ 98,047	\$ 98,047	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SVC	\$ 11,555,744	\$ 11,663,431	\$ -	\$ 11,663,431	\$ 2,582,587	\$ 7,554,458	\$ 1,526,387	\$ 1,675,686	\$ (149,300)	101.28%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 909,433	\$ 906,627	\$ -	\$ 906,627	\$ 249,461	\$ 138,137	\$ 519,029	\$ 499,029	\$ 20,000	97.79%
	Software, Medical & Office Supplies	\$ 233,064	\$ 277,277	\$ -	\$ 277,277	\$ 60,332	\$ 52,277	\$ 164,669	\$ 159,669	\$ 5,000	98.20%
	Plant Supplies	\$ 335,618	\$ 359,000	\$ -	\$ 359,000	\$ 115,767	\$ 88,804	\$ 154,429	\$ 144,429	\$ 10,000	97.21%
	Electric	\$ 1,072,013	\$ 1,296,450	\$ -	\$ 1,296,450	\$ 171,645	\$ -	\$ 1,124,805	\$ 1,124,805	\$ -	100.00%
	Propane & Natural Gas	\$ 496,026	\$ 388,900	\$ -	\$ 388,900	\$ 51,166	\$ -	\$ 337,734	\$ 337,734	\$ -	100.00%
	Heating Oil	\$ 74,662	\$ 73,938	\$ -	\$ 73,938	\$ -	\$ -	\$ 73,938	\$ 73,938	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 235,120	\$ 158,794	\$ -	\$ 158,794	\$ 16,305	\$ -	\$ 142,489	\$ 217,489	\$ (75,000)	147.23%
	Textbooks	\$ 262,948	\$ 233,327	\$ -	\$ 233,327	\$ 173,910	\$ 18,490	\$ 40,927	\$ 40,927	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,618,884	\$ 3,694,313	\$ -	\$ 3,694,313	\$ 838,585	\$ 297,708	\$ 2,558,020	\$ 2,598,020	\$ (40,000)	101.08%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2025 - 2026	2026- 2027 APPROVED BUDGET	YTD TRANSFERS 2026- 2027	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 404,425	\$ 498,451	\$ -	\$ 498,451	\$ 1,212	\$ 77,634	\$ 419,605	\$ 419,605	\$ -	100.00%
	Other Equipment	\$ 70,890	\$ 89,077	\$ -	\$ 89,077	\$ 8,635	\$ 27,270	\$ 53,172	\$ 53,172	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 475,315	\$ 587,528	\$ -	\$ 587,528	\$ 9,847	\$ 104,904	\$ 472,777	\$ 472,777	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 72,438	\$ 89,061	\$ -	\$ 89,061	\$ 66,661	\$ 944	\$ 21,456	\$ 21,456	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 72,438	\$ 89,061	\$ -	\$ 89,061	\$ 66,661	\$ 944	\$ 21,456	\$ 21,456	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ -	100.00%
	TOTAL LOCAL BUDGET	\$ 91,562,857	\$ 95,561,919	\$ -	\$ 95,561,919	\$ 12,413,258	\$ 58,993,989	\$ 24,154,672	\$ 24,154,672	\$ (0)	100.00%
900	Transfer to Non-Lapsing	\$ 181,787									
	GRAND TOTAL	\$ 91,744,644	\$ 95,561,919	\$ -	\$ 95,561,919	\$ 12,413,258	\$ 58,993,989	\$ 24,154,672	\$ 24,154,672	\$ (0)	100.00%

OBJECT		EXPENDED	2026- 2027	YTD							
CODE	EXPENSE CATEGORY	2025 - 2026	APPROVED BUDGET	TRANSFERS 2026- 2027	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP

<u>SPECIAL REVENUES</u>											
EXCESS COST GRANT REVENUE		EXPENDED 2025-2026	APPROVED BUDGET @ 68%	SUBMITTED Dec 1 @	STATE ESTIMATE Jan 1 @	STATE ESTIMATE March 1 @	ESTIMATED Total	VARIANCE to January			
51266	Special Education Svcs Salaries ECG		\$ -				\$ -	\$ -			
	Additional Services*		\$ -				\$ -	\$ -			
forecast	Transportation Services - ECG	\$ (428,821)	\$ (512,138)				\$ -	\$ -			
54160	Tuition - Out of District ECG	\$ (1,415,612)	\$ (1,327,845)				\$ -	\$ -			
	Total	\$ (1,844,433)	\$ (1,839,983)	\$ -	\$ -	\$ -	\$ -	\$ -			
	*Additional services										
	Nursing (professional service)	\$ (35,716)					\$ -	\$ -			
	Para Salaries / BT Services	\$ (32,148)					\$ -	\$ -			
	Total	\$ (1,912,297)	\$ (1,839,983)	\$ -	\$ -	\$ -	\$ -	\$ -			
	Transportation Grant for Magnet (included in transportation forecast)	\$ 16,900	\$ (15,600)				\$ -	\$ (15,600)			
<u>BOARD OF EDUCATION FEES & CHARGES - SERVICES</u>					APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED		
LOCAL TUITION					\$33,325	\$33,325		\$33,325	0.00%		
HEALTH GRANT					\$26,886	\$27,516		\$26,886	0.00%		
HIGH SCHOOL FEES FOR PARKING PERMITS					\$30,000	\$30,000		\$30,000	0.00%		
MISCELLANEOUS FEES					\$6,000	\$6,000		\$6,000	0.00%		
TOTAL SCHOOL GENERATED FEES					\$69,325	\$69,325	\$0	\$69,325	0.00%		

	<u>Health Grant</u>	<u>E.C.G</u>	<u>E.C.S</u>	<u>Tuition</u>	<u>Misc.</u>	<u>Other</u>
August						
September						
October						
November						
December						
January						
February						
March						
April						
May						
June						
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Budget	\$26,886		\$4,495,691	\$33,325	\$6,000	

**HOM Elementary School-based 1-Year Strategic Instructional
Goals
2026-2027**

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.					
Strategy 1. Head O'Meadow will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2026-27 Persons Responsible
Re-introduce the Portrait of a Newtown Graduate to certified staff.	Roll out NPOG characteristics and provide certified staff opportunities to reflect on opportunities for students to experience them during instruction. Complete learning walks focused on the attributes in POG.	100% of certified staff use NPOG- Characteristics, Definitions, & Attributes at staff meetings Learning Walks will take place to focus on these attributes.			Building Principal Assistant Principal
Provide effective feedback to teachers aimed at continuous improvement in pedagogy.	Facilitate the development of comprehensive and impactful goals. Guide teachers to utilize the Goal Quality Checklist	100% of staff use the <i>Goal Quality Checklist</i> during the fall goal setting cycle.			Building Principal Assistant Principal PDEC Committee members
	Review Newtown Evaluation Plan with certified staff to ensure understanding of feedback and reflection process in year two.	Staff training during staff meetings ongoing throughout the year.			Building Principal Assistant Principal
Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI at HOM.	Provide opportunities for certified staff to explore AI and benefits to professional planning or practices.	100% of certified staff can identify one routine task or tool to benefit their workflow. Our school has a staff representative on the digital device committee. This committee is tasked with setting guidelines and recommendations for screen use. Our Library Media Specialist will serve on the District AI Committee. They will help to identify AI Literacy and ethical sueinto lessons as appropriate.			Building Principal Assistant Principal Library Media Specialists
Strategy 2. Head O'Meadow will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI	EOY KPI	2026-27 Persons Responsible

			Status	Status	
Implement a system of district and building-based data teams.	Participate in the district data team that creates a set of actionable instructional strategies in the fall and winter to address areas in need of improvement based upon data analysis. This includes protocols for monitoring the impact of actions.	Participation in district data team meetings. Bring information back to the grade levels.			Building Principal Math Consultant Language Arts Consultant
	Add additional members, including at least one teacher from each school to the district data team.	Participation in district data team meetings with at least one active teacher representative from HOM.			
	Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs.	Schoolwide data team will 3 times per year. Evidence of completed agendas/minutes from schoolwide data team meetings with outcomes.			Building Principal
	Teachers will implement specific actionable instructional strategies to targeted small groups informed by District and State Assessments	100% of classroom teachers will implement planned intervention and or enrichment in small groups that is targeted and specific based on data.			
Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	Administer DIBELS to all students grades K-3, and grade 4 as needed.	Kindergarten: 80% of students will be at Benchmark or Above by the end of the year. FALL: 54% WINTER: SPRING:			Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)
	Schoolwide data team will analyze data after each assessment period.	Grade 1: 85% of students will be at Benchmark or Above by the end of the year. FALL: 63% WINTER: SPRING:			
	Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention	Grade 2: 80% of students will be at Benchmark or Above by the end of the year. FALL: 73% WINTER: SPRING:			

	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Schoolwide data team will analyze data after each assessment period.</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 80% of students will be at On or Above Grade Level by the end of the year on iReady Reading. SPRING 2026 (different cohort): 80% FALL: 32% WINTER: SPRING:</p> <p>Grade 3: 80% of students will be at Goal or Above by the end of the year on SBA Reading. SPRING 2026 (different cohort): 78% FALL: 46% WINTER (iReady Projection): SPRING (SBA):</p> <p>Grade 4: 80% of students will be at Benchmark or Above by the end of the year on iReady Reading. SPRING 2026 (same cohort): 78% FALL: 60% WINTER (iReady Projection): SPRING (SBA): 5</p>			
Set annual goals for increases in student achievement in Math as measured by state and district assessments.	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Schoolwide data team will analyze data after each assessment period.</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 80% of students will be at On or Above Grade Level by the end of the year on iReady Mathematics. SPRING 2026 (different cohort): 69% FALL: 22% WINTER: SPRING:</p> <p>Grade 3: 75% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (different cohort): 82% FALL: 13% WINTER (iReady Projection): SPRING (SBA):</p> <p>Grade 4: 90% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (same cohort): 82% FALL: 55% WINTER (iReady Projection): SPRING (SBA)</p>			Building Principal Assistant Principal Math Science Specialist Classroom Teachers Intervention Teachers Special Education Teachers (as needed)
Implementation of Reading and Math IABs according to the District guidelines.	Provide professional learning to teachers in grades 3 & 4 focused on data analysis of results of completed IABs.	<ul style="list-style-type: none"> PLC Agendas/Minutes Teacher Feedback 			Building Principal Assistant Principal LA Consultant Math/Science Specialist Classroom Teachers Intervention Teachers

Implement strategies to reduce the number of students considered chronically absent.	<p>Schools continue to use Tier 1 and Tier 2 supports to address chronic absenteeism issues. These efforts are led by the school-based MTSS team and a summary of the actions taken, data collected, and the effectiveness of the interventions is presented by climate leaders at the district climate meetings.</p> <p>HOM MTSS team regularly review attendance data, identify students moving between tiers, adjust interventions, and monitor the fidelity and effectiveness of implemented strategies.</p>	<ul style="list-style-type: none"> • MTSS Core Meetings to address attendance three times per year • Increased frequency of communication to families regarding importance of attendance 			Building Principal Assistant Principal School Counselor
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Strategy 3. Head O'Meadow will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2026-2027 Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	<p>Through training with professional trainers from the ACES RESC, Grade 3 and 4 teachers will implement Building Thinking Classrooms.</p> <p>Continue book club and model lessons on "Building Thinking Classrooms" at Grades 3 and 4.</p> <p>Foundations training for grades K-2</p> <p>Math consultants are working with K-4 teachers on Bridges 3rd edition.</p>	100% of Grade 3 and 4 Teachers will participate in the building based BTC Professional Development provided through ACES.			Building Principal Grade 3 and 4 Teachers
	Provide professional development for certified and non-certified staff on building student independence.	100% of certified and non-certified staff will participate in professional development on building student independence.			Building Principal Assistant Principal

	Implement expectations for explicit student support in classrooms.	100% of certified and non-certified staff will participate in professional development on building student independence and engagement.			Building Principal Assistant Principal SpEd Team
Implement an organized peer observation schedule, ensuring all teachers visit a colleague's classroom at least twice during the year to observe specific <i>Building Thinking Classrooms</i> or Literacy lesson including Skills Block or All Block	Develop digital schedule to implement peer observation system with clear observation cycle deadlines.	Completed schedules Professional conversations			Building Principal Assistant Principal Classroom Teachers
Support the continued implementation of district-wide reading and math resources.	Math specialists will review the next editions of Bridges Math in preparation for a pilot and/or adoption.	Math specialists will summarize revisions/changes to Bridges and share with leadership and teachers during PLCs	To Do: Follow up with math specialist for status	Plan will be to come to PLCs prior to end of year to outline basic changes.	Math Consultant
	Collect data and monitor the successful implementation of the K-4 reading resources.	100% of certified staff will demonstrate use of K-4 reading resources during PLC discussions and planning and teacher evaluations.	Teacher observations/ evaluation is ongoing. Building based learning walks/District learning walks are ongoing To Do: Follow up with reading specialist re: PLC discussions	We are continuing to work on implementing the reading program. Grade levels have gotten further through the resource this year than in past. Will work to schedule learning walks more consistently in 2026-2027.	Building Principal Assistant Principal Math Consultant Language Arts Consultant

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

Strategy 1. Head O'Meadow will cultivate strong reciprocal partnerships with families and the community to support student learning and well-being.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2026-2027 Persons Responsible
The School Climate Committee (SCC) will analyze School Climate Survey results to identify strengths and areas for improvement, establish measurable priorities, develop targeted	Action Steps: Provide building-based	A complete K-4 continuum of behavior expectations and responsive practices is developed, aligned with			Assistant Principal (School Climate Specialist)

action steps, and monitor progress throughout the year.	<p>refresher training for staff on the use of the Harmful Language Protocol.</p> <p>Revisit behavioral expectations that focus on non-classroom areas of HOM with all classrooms</p> <p>Integrate expectations of Words Matter and Harmful Language campaign with parents through classroom newsletters and communication with families.</p> <p>A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership.</p>	<p>the climate policy, and submitted to district leadership by end of September 2026.</p> <p>100% of certified staff complete the onboarding professional development regarding the application of the new continuum.</p> <p>100% of building administrators, certified staff, and student support personnel complete refresher training on the NPS Harmful Language Protocol by December 2026.</p>			
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	The school's trained Restorative Practices facilitator will deliver Fall 2026 and Winter 2027 staff training dates for advanced Restorative Practices using faculty meeting times.	100% of scheduled Fall 2026 and Winter 2027 advanced Restorative Practices faculty training modules are successfully delivered by the trained facilitators.			Assistant Principal (School Climate Specialist)
Improve perception, understanding and communication of student accountability practices at HOM.	Present to certified & noncertified staff, include the following: restorative practice review/training, viewing classroom management as Tier 1 student accountability and accountability data, SpEd Support call data, share scenarios during unstructured times (recess & lunch expectations outlined/shared with ALL staff).	100% of certified and non-certified staff attend the presentations covering restorative practices, recent discipline data, and unstructured-time scenarios.			Building Principal Assistant Principal

	Improve communication from UA teachers to parents regarding discipline in their setting.	UA teachers will increase their communication with families.			Unified Arts Teachers
	Improve communication from building administration to certified and non-certified staff as appropriate related to discipline outcomes.	Building administrators will increase their communication regarding discipline referrals to the office by following up with referring staff.			Building Principal Assistant Principal
Strategy 2. Head O'Meadow School will promote inclusive and welcoming school environments that embrace diversity and ensure a sense of belonging for all.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Provide building-based refresher training for staff on the use of the Harmful Language Protocol.	100% of building administrators, certified staff, and student support personnel complete refresher training on the NPS Harmful Language Protocol by December 2026.			Building Principal Assistant Principal
	Identify student voice structures within each school that assist with messaging and peer awareness.	At least one student voice structure (e.g., student council, climate ambassadors, peer leaders) implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, student-led initiatives, or staff/student feedback.			Building Principal Assistant Principal School Counselor
		Continuing "Kindness Cafe" Lunches			
	Revisit messaging in every school centered on the theme: "Words Matter: Lead with Kindness, Speak with Respect".	100% of classroom teachers share the presentation with students at the beginning of the school year.			Building Principal Assistant Principal School Counselor
		100% of HOM students will sign individual "Words Matter" contracts at the beginning of the year			
		Community meeting refreshers (1-4) and intro for K			
	Continue implementation on restorative practices for repairing harm.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs			Building Principal Assistant Principal School Counselor Teachers Paraeducators

		Staff meeting (certified and noncertified) to review implementation of restorative practices.			
		Increase the percentage of staff and students who feel the school culture promotes respect among teachers and students and understanding as measured by 2026-2027 school climate survey results.			
	Integrate expectations of "Words Matter" and Harmful Language with parents through school and classroom newsletters and communication with families.	Communicate ongoing expectations of the "Words Matter" campaign and Harmful Language to families through at least two classroom-level newsletters and through ongoing conferences and communication to families.			Building Principal Assistant Principal All Certified Staff
Strategy 3. Enhance Communication to Community Stakeholders					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.			Building Principal Assistant Principal
Provide Consistent and Timely Communication to School Community, including reviewing and building upon the revised NPS website	Send periodic messages to families that include updates, dates, school updates, celebrations etc.	Distribute a monthly or more frequent family newsletter throughout the school year.			Building Principal Assistant Principal
	Update the Head O'Meadow website to ensure content is accurate, user-friendly, and visually representative of the school's identity.	Work with the Director of Technology to add updates to the website for the Head O'Meadow community by Spring 2027.			Building Principal Assistant Principal
	Increase consistent and timely communication through the use of classroom newsletters or emails.	100% of classroom teachers will implement or refine communication practices to include a minimum of biweekly communication through newsletters or class emails. 100% of certified staff will implement or refine communication practices to include a minimum of biweekly communication through newsletters or class emails.			Building Principal Assistant Principal All Certified Staff
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on			Building Principal

		survey.			
Continue development of social media platforms to provide communication to families regarding school updates, celebrations, etc	Promote the HOM social media platforms through direct communication to families through Open Houses and newsletter communications.	Evaluate effectiveness of social media platforms through family survey data obtained through Spring 2027 Climate Survey.			Building Principal Assistant Principal

Middle Gate Elementary School-based 1-Year Strategic **Instructional** Goals

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.					
Strategy 1. Middle Gate School will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2026-27 Persons Responsible
Re-introduce the Portrait of a Newtown Graduate to certified staff.	Roll out NPOG characteristics and provide certified staff opportunities to reflect on opportunities for students to experience them during instruction. Complete learning walks focused on the attributes in POG.	100% of certified staff use NPOG- Characteristics, Definitions, & Attributes at staff meetings Learning Walks will take place to focus on these attributes.			
Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy.	Implement the Newtown Educator and Administrator Evaluation and Support Plan	100% of staff will participate in the review of the evaluation process and successfully complete the professional growth cycle.			Building Principal Assistant Principal Certified Staff
	Participate in regular (e.g., quarterly) professional learning communities (PLCs) to share best practices in giving feedback, analyze challenging scenarios, and calibrate feedback skills.	Administrators will participate in all PLCs related to feedback and the evaluation process.			Building Principal Assistant Principal

	Participate in district-provided training and feedback calibration on utilizing standard feedback exemplars	Integrate exemplar feedback statements for observations of staff into practice			Building Principal Assistant Principal
	Provide professional development to certified staff regarding the quality goal setting using the Goal Quality Checklist , as well as Mid-Year and End of Year reflections	Facilitate September faculty meeting related to goal setting.			
		Facilitate January faculty meeting related to MY reflections.			
		Facilitate May faculty meeting related to EOY reflections			
		Audit a minimum of two teacher goals per grade level using the <i>Goal Quality Gem</i> during the fall goal setting cycle.			
Integrate technology effectively to enhance teaching and/or assessment, including the integration of AI.	Provide opportunities for certified staff to explore AI and benefits to professional planning or practices.	Provide opportunities for certified staff to explore AI and benefits to professional planning or practices			Building Principal Assistant Principal Certified Staff Library Media Specialist
		We will have a representative on the digital device committee tasked with setting guidelines and recommendations for screen use and device distribution.			
		MG LMS will serve on the district AI planning committee. They will help to identify ways to integrate AI Literacy and ethical use into lessons as appropriate.			
		Strategy 2. Middle Gate School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.			
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2025-26 Persons Responsible

Implement a system of district and building-based data teams.	Participate in the district data team that creates a set of actionable instructional strategies in the fall and winter to address areas in need of improvement based upon data analysis. This includes protocols for monitoring the impact of actions.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement.			Building Principal Math/Science Specialist Language Arts Consultant
	Our building-based data team will guide teachers to identify and plan specific, actionable instructional strategies to address specific student needs in their classrooms.	Assistant Principal will participate in building-based grade-level data teams as new members.			Building Principal Assistant Principal Math/Science Specialist Language Arts Consultant Classroom Teachers
		100% of classroom teachers will participate grade level data teams to analyze classroom data (DIBELS, i-Ready, curriculum-based assessments, IABs) to create specific actionable instructional strategies to address identified needs.			
	Teachers will implement specific, actionable instructional strategies to targeted small groups informed by district and state assessments.	100% of classroom teachers will implement planned intervention and/or enrichment in small groups that are targeted and specific based on data.			Classroom Teachers
Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	Administer DIBELS to all students grades K-3, and grade 4 as needed. Core Team with Teachers will analyze data after all assessment periods	Kindergarten: 82% of students will be at Benchmark or Above by the end of the year. FALL: 45% WINTER: ___% SPRING: ___%			Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)
		Grade 1: 80% of students will be at Benchmark or Above by the end of the year.			

	Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention	<p>FALL: 68% WINTER: <u> </u>% SPRING: <u> </u>%</p> <p>Grade 2: 80% of students will be at Benchmark or Above by the end of the year. FALL: 58% WINTER: <u> </u>% SPRING: <u> </u>%</p> <p>Grade 3: 80% of students will be at Benchmark or Above by the end of the year. FALL: 73% WINTER: <u> </u>% SPRING: <u> </u>%</p>			
	Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.	<p>Grade 2: 76% of students will be at On or Above Grade Level by the end of the year on iReady Reading. SPRING 2026 (different cohort): 72% FALL: 25% WINTER: <u> </u>% SPRING: <u> </u>%</p>			
	Administer SBA to all students in grades 3-4 in the Spring.	<p>Grade 3: 75% of students will be at Goal or Above by the end of the year on SBA Reading. SPRING 2026 (different cohort): 67% FALL (iReady Projection): Typical Gr.- 56%, Stretch Gr. 76% WINTER (iReady Projection): Typical Gr.- <u> </u>%, Stretch Gr. <u> </u>% SPRING (SBA):</p>			
	Core Team with Teachers will analyze data after all assessment periods	<p>Grade 4: 70% of students will be at Benchmark or Above by the end of the year on SBA Reading. SPRING 2026 (same cohort): 63% FALL (iReady Projection): Typical Gr.- 69%, Stretch Gr. 81% WINTER (iReady Projection): Typical Gr.- <u> </u>%, Stretch Gr. <u> </u>% SPRING (SBA):</p>			
	Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention				

<p>Set annual goals for increases in student achievement in Math as measured by state and district assessments.</p>	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: <u>72%</u> of students will be at On or Above Grade Level by the end of the year on iReady Mathematics. SPRING 2026 (different cohort): <u>67%</u> FALL: <u>14%</u> WINTER: <u>%</u> SPRING: <u>%</u></p> <p>Grade 3: <u>78%</u> of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (different cohort): <u>64 %</u> FALL (iReady Projection): Typical Gr.- <u>73%</u>, Stretch Gr. <u>89%</u> WINTER (iReady Projection): Typical Gr.- <u>%</u>, Stretch Gr. <u>%</u> SPRING (SBA): <u>%</u></p> <p>Grade 4: <u>74%</u> of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (same cohort): <u>69%</u> FALL (iReady Projection): Typical Gr.- <u>61%</u>, Stretch Gr. <u>81%</u> WINTER (iReady Projection): Typical Gr.- <u>%</u>, Stretch Gr. <u>%</u> SPRING (SBA): <u>%</u></p>			<p>Building Principal Assistant Principal Math/Science Specialist Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
<p>Implementation of Reading and Math IABs according to the District guidelines.</p>	<p>Continue to provide professional learning to teachers in grades 3 & 4 focused on:</p> <ul style="list-style-type: none"> • Embedding IABs into curriculum & instruction (3 independent + 2 instructional in Math/3 ELA IABs) • Utilizing online data collection tool • Scoring and analyzing data • Exploring Tools for Teachers 	<ul style="list-style-type: none"> • Data in online collection tool • PLC Agendas/Minutes • Teacher Feedback 			<p>Building Principal Assistant Principal Language Arts Consultant Math Specialist Classroom Teachers</p>

Formally integrate the district's Multi-Tiered System of Supports (MTSS) framework, ensuring a seamless continuum of academic, social-emotional, behavioral, and attendance supports.	MTSS will conduct detailed analysis of academic data for students receiving continuum of tiered academic intervention.	Develop academic intervention plans within the EduClimber platform.			
	MTSS team will conduct detailed analysis of SEL/behavioral data will be shared with relevant staff after each trimester and specific actionable strategies to address needs will be identified.	Reduction of behavior support calls from baseline (2025-2026) <ul style="list-style-type: none">DecemberMarchJune			
		Develop SEL/ Behavior plans within the EduClimber platform.			
	MTSS team will conduct detailed analysis of attendance data and nurse visits that will be shared with relevant staff after each trimester and specific actionable strategies to address needs will be identified.	Documented communication to families (including phone calls) to chronically absent students or students visiting the nurse			
		Documented actionable strategies identified by the MTSS team to address attendance/nurse concerns/goals			
	Utilization of Educlimber during MTSS meetings	Utilizing built-in smartFORMs to log meeting notes and assigning specific action items directly to staff members within the platform.			
Strategy 3. Middle Gate School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	Expand the professional learning aligned to inquiry-based instructional strategies to include teachers in grades 3-4.	100% of Grade 3 & 4 teachers participate in ACES RESC training to build capacity to facilitate inquiry-based instructional strategies, i.e. Building Thinking Classrooms.			Building Principal Math Specialist Gr. 3 & 4 Classroom Teachers

	Expand the professional learning aligned to inquiry-based instructional strategies to include Grades K-2 Teachers	Optional professional development opportunities for teachers in Grades K-2 to build their capacity in inquiry-based instructional strategies (i.e., Building Thinking Classrooms) through self-directed professional learning groups.			Building Principal Math Specialist Math Intervention Teacher Classroom Teachers
	Provide professional development for certified and non-certified staff related to the delivery of indirect paraprofessional support	The school leadership team, in collaboration with the special education team, will review and provide feedback on the draft of paraprofessional support framework to develop a shared understanding of scaffolded support for learners.			Building Principal Assistant Principal Special Education Team Leadership Team Certified Staff Non-certified Staff
		100% of certified and non-certified staff will participate in professional development on the delivery of indirect paraprofessional support.			
	Solicit input from certified and non-certified staff on professional learning interests to guide personalized professional learning that is relevant and valuable	Development of professional learning interest survey and targeted PD offered during 4-5 faculty meetings/year.			
Implement an organized peer observation schedule, ensuring all teachers visit a colleague's classroom	Develop a form to request peer observations and a schedule to implement peer observations with clear deadlines for peer observation cycles.	Completed schedules Professional reflection and conversations			
Support the continued implementation of district-wide reading and math resources.	Maximize instructional time by effectively managing routines and transitions in alignment with the block and class schedule to address discrepancies between	Conduct ongoing building walks to evaluate the fidelity of implementation of instructional blocks utilizing a data collection form .			Principal Assistant Principal

	scheduled instruction blocks and actual classroom delivery.	Report anonymous data points to staff after each building walk and provide a reflection question to consider.			
	Teachers will implement the 3rd Edition of Bridges Math	Math consultants will continuously review and support the implementation of the 3rd Edition of Bridges Math. 100% of certified staff will demonstrate use of Bridges 3rd Edition as measured by the fidelity of implementation tool and as observed during check-in/formal observations and PLC planning			Building Principal Assistant Principal Math Specialist Classroom Teachers
	Collect data and monitor the successful implementation of the K-4 reading resources.	100% of certified staff will demonstrate use of K-4 reading resources as measured by the fidelity of implementation tool and as observed during check-in/formal observations and PLC planning Teachers in Grades K-2 will participate in updated Foundations Training			Building Principal Assistant Principal Language Arts Consultant Classroom Teachers

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.

Strategy 1. In line with district priorities, Middle Gate School will enhance school climate and culture through consistent practices across the school.

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Continue to implement the new Connecticut School Climate Policy in all schools throughout the district.	By June 2027, the DCC will finalize and disseminate the continuum of behavior/practices for each grade-level across the district. This will include professional development for all staff on its application.	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership 100% of certified staff complete the onboarding professional development regarding the application of the new continuum.			Assistant Principal (School Climate Specialist) Building Principal

	<p>Facilitate a school climate committee with the following responsibilities:</p> <ol style="list-style-type: none"> 1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data. 2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan. 3 assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan. 4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community. 5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the 	<p>By the end of the school year, the School Climate Committee will have met regularly and have fulfilled its responsibilities by:</p> <ul style="list-style-type: none"> • developing and scheduling the annual school climate survey; • reviewing and using survey data to identify strengths and challenges; • proposing and supporting revisions to the school climate goals based on school climate results from Spring 2026; • advising on and helping implement at least one evidence-based intervention (e.g., restorative practices). 100% of faculty will receive at least 2 training opportunities in restorative practices; • and ensuring the school community receives annual notice of the uniform challenging behavior and/or bullying complaint form. 			Assistant Principal (School Climate Specialist)

	school, to the school community.				
	Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement plan to the district climate coordinator by December 31st each year. 1. Perception of School 2. Perception of Safety 3. Perception of Learning	100% of school climate coordinators will submit updated School Climate goals to the district climate coordinator by December 31, based on the analysis of the annual school climate survey results and in alignment with identified school-specific strengths and areas for growth.			Assistant Principal (School Climate Specialist)
	A written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.	A current written or electronic copy of the School Climate goals will be made accessible to 100% of the school community, and evidence shows the plan is actively used.			Building Principal Assistant Principal
	Create a targeted student interview with the SCC to investigate low-scoring areas of the climate survey. Use these insights to identify root causes and implement measures that directly address student concerns.	Student interview and results Action plan to address concerns			Assistant Principal School Climate Committee
Improve perception, understanding, and communication of student accountability practices at MGS and in NPS.	Use faculty meetings to present to certified and noncertified staff, topics to include the	100% of certified and non-certified staff attend the presentations covering restorative practices, Tier 1 behavior strategies, and recent accountability data			

	following: restorative practice review/training, viewing classroom management as Tier 1 student accountability, accountability data, special education support call data				
	Revisit behavioral expectations that focus on non-classroom areas of MGS with all classrooms	Updated expectations for non-classroom areas are reviewed with 100% of students during the first two weeks of the school year (ex: cafeteria guidelines/expectations, recess guidelines/expectations)			
Strategy 2. Middle Gate School will promote an inclusive and welcoming school environment that embraces diversity and ensures a sense of belonging for all.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Provide building-based refresher training for staff on the use of the Harmful Language Protocol to recognize, report, and address hateful or harmful language.	100% of building administrators, certified staff and non-certified staff will participate in the review training on the NPS Harmful Language Protocol at the opening faculty meeting.			Building Principal Assistant Principal EquityTeam Leaders
	Identify student voice structures within each school that assist with messaging and peer awareness.	At least one student voice structure (ex: MG Leading Eagles) implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, morning announcements, student-led initiatives, or staff/student feedback.			Building Principal Assistant Principal EquityTeam Leaders School Counselor

	Review building-wide visual messaging with students related to the theme: "Words Matter: Lead with Kindness, Speak with Respect".	100% of classroom teachers share the presentation with students at the beginning of the school year. 100% of MGS students will sign individual Words Matter contracts at the start of the year. Virtual Assembly refresher (1-4) and intro for K.			Building Principal Assistant Principal EquityTeam Leaders School Counselor
	Rely on restorative practices for repairing harm.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs			Building Principal Assistant Principal School Counselor Teachers Paraeducators
		100% of scheduled Fall 2026 and Winter 2027 advanced Restorative Practices faculty training modules are successfully delivered by the trained facilitators.			
		Increase the percentage of students who report that classmates are always nice to each other as measured by the 2026-2027 school climate survey results.			
	Share purpose and expectation of Words Matter campaign with parents through school and classroom newsletters.	Continue to share the purpose and expectations of the "Words Matter" campaign to families through at least one school-wide and one classroom-level newsletter.			Building Principal Classroom teachers All Certified Staff
Strategy 3. In line with district priorities, Middle Gate School will Enhance Communication to Community Stakeholders					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.			Building Principal Assistant Principal

Provide Consistent and Timely Communication to School Community including Reviewing and Building Upon the Recently Redesigned NPS Website	Send a weekly newsletter to families that includes updates, dates, school updates, celebrations etc.	Distribute a weekly family newsletter on Fridays throughout the school year.			Building Principal
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.			Building Principal
	Update the MG website to ensure content is accurate, user friendly, and visually representative of the school identity	Work with the Director of Technology to add updates to the website for the Middle Gate community by Spring 2027.			Building Principal Assistant Principal Director of Technology

Sandy Hook Elementary School-based 1-Year Strategic Instructional Goals
2026-2027

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.					
Strategy 1. Sandy Hook School will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.					
Strategic Action(s)	Action Step(s)	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	2026-27 Persons Responsible
Re-introduce the Portrait of a Newtown Graduate to certified staff.	Roll out NPOG characteristics and provide certified staff opportunities to reflect on opportunities for students to experience them during instruction. Complete learning walks focused on the attributes in POG.	100% of certified staff use NPOG- Characteristics, Definitions, & Attributes at staff meetings Learning Walks will take place to focus on these attributes.			Building Principal Assistant Principal
Provide effective feedback to teachers aimed at continuous improvement in pedagogy.	Provide professional development to certified staff regarding the quality goal setting using the Goal Quality Checklist , as well as Mid-Year and End of Year reflections	Facilitate September faculty meeting related to goal setting.			Building Principal Assistant Principal
		Facilitate January faculty meeting related to MY reflections.			
		Facilitate May faculty meeting related to EOY reflections			
		Audit a minimum of two teacher goals per grade level using the <i>Goal Quality Gem</i> during the fall goal setting cycle.			

	Implement the Newtown Educator and Administrator Evaluation and Support Plan	100% of staff will participate in the review of the evaluation process and successfully complete the professional growth cycle.			Building Principal Assistant Principal
	Participate in district-provided training and feedback calibration on utilizing standard feedback exemplars	Integrate exemplar feedback statements for observations of staff into practice			Building Principal Assistant Principal
	Participate in regular (e.g., quarterly) professional learning communities (PLCs) to share best practices in giving feedback, analyze challenging scenarios, and calibrate feedback skills.	Administrators will participate in all PLCs related to feedback and the evaluation process.			Building Principal Assistant Principal
Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI at SHS.	Provide opportunities for certified staff to explore AI and benefits to professional planning or practices.	<p>100% of certified staff can identify one routine task or tool to benefit their workflow.</p> <p>Our school has a staff representative on the digital device committee. This committee is tasked with setting guidelines and recommendations for screen use.</p> <p>Our Library Media Specialist will serve on the District AI Committee. They will help to identify AI Literacy and ethical use into lessons as appropriate.</p>			Building Principal Assistant Principal

Strategy 2. Following district protocol, Sandy Hook School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.

Building Principal
Assistant Principal
Math Consultant
Language Arts Consultant

Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Mid Year KPI Status	EOY KPI Status	2025-26 Persons Responsible
Implement a system of district and building-based data teams.	Participate in the district data team that creates a set of actionable instructional strategies in the fall and winter to address areas in need of improvement based upon data analysis. This includes protocols for monitoring the impact of actions.	Participation in district data team meetings with at least one active teacher representative from SHS.			Building Principal Assistant Principal Math/Science Specialist Language Arts Consultant Teacher
	Add additional members, including at least one teacher from each school to the district data team.	Participation in district data team meetings with at least one active teacher representative from SHS.			Building Principal Assistant Principal Math/Science Specialist Language Arts Consultant Teacher
	Form a building-based data team that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs. Integrate a wider variety of data sets (e.g., academic, social-emotional, attendance, behavioral) into the data analysis process.	The school wide data team will meet three times per year. Evidence of completed agendas with outcomes-The team will conduct a detailed analysis of student classroom data that is collected in shared documents after each testing window and specific actionable instructional strategies to address needs will be identified and implemented.			Building Principal Assistant Principal

Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	<p>Administer DIBELS to all students grades K-3, and grade 4 as needed.</p> <p>Schoolwide data team with teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Kindergarten: 85 % of students will be at Benchmark or Above by the end of the year.</p> <p>FALL: 42% WINTER: SPRING:</p>			<p>Building Principal Assistant Principal Language Arts Consultant Classroom Teachers Intervention Teachers Special Education Teachers (as needed)</p>
		<p>Grade 1: 85 % of students will be at Benchmark or Above by the end of the year.</p> <p>FALL: 69% WINTER: SPRING:</p>			
		<p>Grade 2: 80 % of students will be at Benchmark or Above by the end of the year.</p> <p>FALL: 60% WINTER: SPRING:</p>			
	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Schoolwide data team with teachers will analyze data after all assessment periods</p>	<p>Grade 2: 80 % of students will be at On or Above Grade Level by the end of the year on iReady Reading.</p> <p>SPRING 2026 (different cohort): 78% FALL: 49% WINTER: SPRING:</p> <p>Grade 3: 80 % of students will be at</p>			

	Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention.	<p><i>Goal or Above by the end of the year on SBA Reading.</i></p> <p>SPRING 2026 (<i>different cohort</i>): 64% FALL (iReady Projection): 65% Typical Gr.- 60%, Stretch Gr. 66% WINTER (iReady Projection): Typical Gr.- Stretch Gr. SPRING (SBA):</p> <p>Grade 4: 80 % of students will be at Benchmark or Above by the end of the year on SBA Reading SPRING 2026 (<i>same cohort</i>): 64% FALL (iReady Projection): 47% Typical Gr.-62%, Stretch Gr. 72% WINTER (iReady Projection): SPRING (SBA):</p>			
Set annual goals for increases in student achievement in Math as measured by state and district assessments.	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Schoolwide data team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 75 % of students will be at On or Above Grade Level by the end of the year on iReady Mathematics.</p> <p>SPRING 2026 (<i>different cohort</i>): 75% FALL: 25% WINTER: SPRING:</p> <p>Grade 3: 80 % of students will be at Goal or Above by the end of the year on SBA Math.</p> <p>SPRING 2026 (<i>different cohort</i>): 81% FALL (iReady Projection): 17%</p>			<p>Building Principal Assistant Principal Math Specialist Classroom Teachers Intervention Teachers</p>

		Typical Gr. 75%, Stretch Gr. 88% WINTER (iReady Projection): Typical Gr. , Stretch Gr. SPRING (SBA):			
		Grade 4: 85 % of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (same cohort): 81% FALL (iReady Projection): 52% Typical Gr. 74%, Stretch Gr. 87% WINTER (iReady Projection): Typical Gr. Stretch Gr. SPRING (SBA) -			Building Principal Assistant Principal Math Specialist Classroom Teachers Intervention Teachers
Implementation of Reading and Math IABs according to the District guidelines.	Continue to provide professional learning to teachers in grades 3 & 4 focused on: <ul style="list-style-type: none"> Embedding IABs into curriculum & instruction Utilizing online data collection tool Scoring and analyzing data Utilizing Tools for Teachers 	<ul style="list-style-type: none"> Copy of IAB presentations Data in online collection tool PLC Agendas/Minutes Teacher Feedback 			Building Principal Assistant Principal Language Arts Specials Math Specialist Classroom Teachers Intervention Teachers
Implement strategies to reduce the number of students considered chronically absent.	SHS will continue to use Tier 1 and Tier 2 supports to address chronic absenteeism issues. These efforts are led by the school-based MTSS team and a summary of the actions taken, data collected, and the effectiveness of the interventions is presented by climate leaders at the district climate meetings.	MTSS Core Team meetings to address attendance three times per year. Increase frequency of communication to parents regarding importance of attendance. DCC meeting minutes of attendance			

	SHS MTSS teams regularly review attendance data, identify students moving between tiers, adjust interventions, and monitor the fidelity and effectiveness of implemented strategies.	strategies.			
Strategy 3. Sandy Hook School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Mid Year KPI Status	EOY KPI Status	Persons Responsible
Provide staff with comprehensive professional learning that focuses on increasing rigor and student engagement.	Through training with consultants from the ACES RESC, grades 3 and 4 teachers will build their capacity to implement Building Thinking Classrooms. Continue Book club and model lessons on "Building Thinking Classrooms" at grades 3 and 4. Foundations training for grades K-2 Math consultants are working with K-4 teachers on Bridges 3rd edition. Writing Revolution Book Club	100% of teachers in grades 3 and 4 will participate in building based BTC PD provided by ACES. 100% of grades 3 and 4 teachers participate in the BTC book club. Peer observations			Building Principal Assistant Principal Math Specialist Reading Consultant Classroom Teachers Intervention Teachers
	Provide professional development for certified and non-certified staff on building student independence.	100% of certified and non-certified staff will participate in professional development on building student independence.			Building Principal Assistant Principal

	Engage in building based learning walks.	Learning walk observations			
	Implement expectations for explicit student support in classrooms.	100% of certified and non-certified staff will participate in professional development on building student independence and engagement.			Building Principal Assistant Principal SPED Team
Implement an organized peer observation schedule, ensuring all teachers visit a colleague's classroom at least twice a year to observe <i>Building Thinking Classrooms</i> or ELA lessons including Skills Block or ALL Block	<p>Develop digital schedule to implement peer observation system school wide with clear deadlines for peer observation cycles.</p> <p>Dedicate time at PLC meeting times following each peer observation window for teachers to debrief on what they observed and how they are applying those <i>Building Thinking Classrooms</i> or <i>ELA</i> strategies in their own rooms.</p>	<p>Professional conversations</p> <p>100% of certified teachers complete their assigned peer observations within the designated fall and winter deadlines.</p> <p>100% of grade-level or department PLCs dedicate a meeting to peer observation debriefs immediately following the close of each observation window.</p>			
Support the continued implementation of district-wide reading and math resources.	<p>Math specialists and teachers in grades K-5 pilot Bridges version #3 resources.</p> <p>Building based walkthroughs with feedback.</p> <p>Provide data days for teachers to work with math specialist and reading consultant to further knowledge and understanding of resources.</p>	<p>100% of classrooms using the reading and math resources received at least 2 instructional walkthroughs per year.</p> <p>100% of designated teachers in grades K-4 are actively utilizing the Bridges version 3 resources during core math blocks by —</p> <p>Participating teachers can present at least one documented change made to their small-group instruction or pacing as a direct result of their data day collaboration referenced in</p>			Building Principal Assistant Principal Math Specialist Classroom Teachers Math Interventionists

		professional conversations.			
	Make any necessary revisions to the learning walk protocol and continue to collect data and monitor the implementation of the K-4 reading resources.	The K-4 reading learning walk protocol is reviewed, updated, and finalized by October 15th			Building Principal Assistant Principal Reading Consultant Classroom Teachers Reading Intervention Teachers

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.					
Strategy 1. In line with district priorities, Sandy Hook School will enhance school climate and culture through consistent practices across the school.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Continue to implement the new Connecticut School Climate Policy in all schools throughout the district.	By June 2027, the DCC will finalize and disseminate the continuum of behavior/practices for each grade-level across the district. This will include professional development for all staff on its application.	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by June 2027. 100% of certified staff complete the onboarding professional development regarding the application of the new continuum.			Assistant Principal (School Climate Specialist) Building Principal
	Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement goals as part of their school's strategic goals. A written or electronic copy of such goals shall be made available to members of the school community.	School Climate Specialist will submit updates, survey-driven climate goals based on the annual survey results.			Assistant Principal (School Climate Specialist)

	The school's trained Restorative Practices facilitators will deliver Fall 2026 and Winter 2027 staff training dates for advanced Restorative Practices using faculty meeting times.	100% of scheduled Fall 2026 and Winter 2027 advanced Restorative Practices faculty training modules are successfully delivered by the trained facilitators.			Building Principal Assistant Principal (School Climate Specialist)
Improve perception, understanding, and communication of student accountability at SHS and in NPS.	Present to certified and noncertified staff on the following: restorative practice review/training, discipline data, share scenarios during unstructured times.	100% of certified and non-certified staff attend the presentations covering restorative practices, recent discipline data, and unstructured-time scenarios.			Building Principal Assistant Principal
	Revisit "Be Your Best at SHS" for expectations during non-classroom areas of the day.	"Be Your Best at SHS" expectations for non-classroom areas are reviewed with 100% of students during the first two weeks of the school year.			Building Principal Assistant Principal Committee Members
	Improve communication from non-classroom teachers to parents regarding discipline within their setting.	Non-classroom teachers will increase their communication with families.			UA teachers
	Improve communication from building administration to certified and non-certified staff as appropriate related to discipline outcomes.	Building administrators will increase communication regarding discipline referrals to the office by following up with referring staff.			Building Principal Assistant Principal
Strategy 2. Sandy Hook School will promote an inclusive and welcoming school environment that embraces diversity and ensures a sense of belonging for all.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across SHS.	Provide building-based refresher training for staff on the use of the Harmful Language Protocol.	100% of building administrators, certified staff, and student support personnel complete refresher training on the NPS Harmful Language Protocol by December 2026.			Building Principal Assistant Principal School Climate Committee

	Identify student voice structures within each school that assist with messaging and peer awareness.	Implementation of third and fourth grade using student voice workshops identifying concerns and solutions.			Building Principal Assistant Principal School Climate Committee School Counselor
		Continue the opening of the school year with "We are Family" to provide teachers with knowledge about their students' families, cultures, and traditions.			
		Continuing Connected Lunches and Connected Recess.			
	Revisit messaging on the theme: "Words Matter: Lead with Kindness, Speak with Respect".	100% of classroom teachers share the presentation with students at the beginning of the school year. 100% of SHS students will sign individual Words Matter contracts at the start of the year. Community meeting refreshers (1-4) and intro for K.			Building Principal Assistant Principal School Climate Committee School Counselor Classroom Teachers
	Continue restorative practices for repairing harm from both certified and non-certified staff.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs.			Building Principal Assistant Principal School Counselor Teachers Paraeducators
		Staff meetings (certified and non-certified) to review implementation of restorative practices.			
		Increase the percentage of staff and students who feel the school culture promotes respect among teachers and students and understanding as measured by 2026-2027 school climate survey			

		results.			
	Integrate expectation of Words Matter campaign and Harmful Language with parents through classroom newsletters and communication with families.	Communicate ongoing expectations of the "Words Matter" campaign and Harmful Language to families through at least two classroom-level newsletters, and ongoing conferences and communications to families.			Building Principal Assistant Principal All Certified Staff
Strategy 3. In line with district priorities, Sandy Hook School will Enhance Communication to Community Stakeholders					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Help enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.			Building Principal Assistant Principal
Provide Consistent and Timely Communication to School Community	Classroom teachers will send periodic relevant information to families that includes updates, dates, class updates, celebrations etc.	Distribute consistent family updates throughout the school year.			Building Principal
	Continue enhancement of the school Facebook page for parents to see day-to-day activities.	Updated school Facebook page			
	Continue to enhance the staff Facebook page.	Updated staff Facebook page			
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively.	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey.			Building Principal

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Hawley Elementary School-Based 1-Year Strategic Instructional Goals

Principal: Christopher Moretti

Assistant Principal: Alison Carmody

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.					
Strategy 1. Hawley School will ensure that every student experiences rigorous and engaging curriculum and instruction.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Re-introduce the Portrait of a Newtown Graduate to certified staff.	Roll out NPOG characteristics and provide certified staff opportunities to reflect on opportunities for students to experience them during instruction. Complete learning walks focused on the attributes in POG.	100% of certified staff use NPOG- Characteristics, Definitions, & Attributes at staff meetings Learning Walks will take place to focus on these attributes.	<u>Learning Walks</u> 10/20/26		Principal Assistant Principal
Provide effective feedback to teachers aimed at continuous improvement in pedagogy.	Review Newtown Evaluation Plan with certified staff to ensure understanding of feedback and reflection process in year two.	Staff training during staff meetings and PLCs ongoing throughout the year.	Goal Writing Meeting <u>9/15/26</u>		Principal Assistant Principal
	Facilitate the development of comprehensive and impactful goals Guide teachers to utilize the <u>Goal Quality Checklist</u>	100% of staff will be given the <i>Goal Quality Checklist</i> during the fall goal setting cycle to assist in Goal writing.			Principal Assistant Principal

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Integrate technology effectively to enhance teaching and/or assessment, including the integration of AI.	Provide opportunities for certified staff to explore AI and benefits to professional planning or practices.	<p>100% of certified staff will identify at least one routine task or tool to benefit their workflow.</p> <p>We will have a representative on the District Digital Device Committee tasked with setting guidelines and recommendations for screen use and device distribution.</p> <p>Our Library Media Specialist will serve on the District AI Committee. They will help to identify ways to integrate AI Literacy and ethical use into lessons as appropriate.</p>	<p>District Digits <u>Device Meetings</u></p> <p>District AI <u>Committee Meetings</u></p>		
Strategy 2. Following district protocol, Hawley School will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Utilize information gathered as a result of district and building-based data team meetings to address identified student needs in purposeful small groups.	Participate in the district data team that creates a set of actionable instructional strategies to address areas in need of improvement based upon data analysis.	Participation in the district data team review of data and creation of a set of actionable instructional strategies to address areas of need of improvement using a protocol.	District Data Team <u>Meetings</u> 9/29/26		Principal Math Specialist LAC

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	Our building-based data team will guide teachers to identify and plan specific, actionable instructional strategies to address specific student needs in their classrooms.	100% of classroom teachers will participate in analysis of student classroom data (DIBELS, i-Ready, IABs) to create specific actionable instructional strategies to address identified needs. Provide PD at Faculty Meetings and PLCs on utilizing multiple sources of data (DIBELS, i-Ready, IABs) to plan and implement targeted instruction and intervention.			Principal Assistant Principal Math Specialist LAC Classroom Teachers
	Teachers will implement specific, actionable instructional strategies to targeted small groups informed by District and State Assessments.	100% of classroom teachers will implement planned intervention and/or enrichment in small groups that is targeted and specific based on data.			
Set annual goals for increases in student achievement in ELA as measured by state and district assessments.	Administer DIBELS to all students grades K-3, and grade 4 as needed. Core Team with Teachers will analyze data after all assessment periods Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted	Kindergarten: 80% of students will be at Benchmark or Above on DIBELS by the end of the year. FALL: 31% WINTER: X% SPRING: X% Grade 1: 80% of students will be at Benchmark or Above on DIBELS by the	ELA DIBELS Kindergarten Grade 1 Grade 2 i-Ready Grade 2 i-Ready/SBA Grade 3 i-Ready		Principal Assistant Principal LAC Classroom Teachers Intervention Teachers

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	instruction and intervention	<p>end of the year.</p> <p>FALL: 69% WINTER: X% SPRING: X%</p>	<p>SBA Projections</p> <p>Grade 4 i-Ready SBA Projections</p>		Special Education Teachers (as needed)
		<p>Grade 2: 80% of students will be at Benchmark or Above on DIBELS by the end of the year.</p> <p>FALL: 67% WINTER: X% SPRING: X%</p>			
	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Grade 2: 70% of students will be at On or Above Grade Level by the end of the year on iReady Reading.</p> <p>SPRING 2026 (different cohort): 83% FALL: 24% WINTER: X% SPRING: X%</p>			
		<p>Grade 3: 68% of students will be at Goal or Above by the end of the year on SBA Reading.</p> <p>SPRING 2026 (different cohort): 76% FALL (iReady SBA Projection): Typical Gr.- 49% Stretch Gr.- 71% WINTER (iReady SBA</p>			

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		<p>Projection): Typical Gr.- X% Stretch Gr.- X% SPRING (SBA): X%</p>			
		<p>Grade 4: 74% of students will be at Benchmark or Above by the end of the year on iReady Reading.</p> <p>SPRING 2026 (same cohort): 76% FALL (iReady SBA Projection): Typical Gr.- 64% Stretch Gr.- 74% WINTER (iReady SBA Projection): Typical Gr.- X% Stretch Gr.- X% SPRING (SBA): X%</p>			
Set annual goals for increases in student achievement in Math as measured by state and district assessments.	<p>Administer i-Ready to all students in grades 2-4 in Fall and Winter, and grade 2 in the Spring.</p> <p>Administer SBA to all students in grades 3-4 in the Spring.</p> <p>Core Team with Classroom Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by</p>	<p>Grade 2: 60% of students will be at On or Above Grade Level by the end of the year on iReady Mathematics.</p> <p>SPRING 2026 (different cohort): 77% FALL: 9% WINTER: X% SPRING: X%</p> <p>Grade 3: 83% of students will be at Goal or Above by the end of the year on SBA</p>	<p>Math</p> <p>i-Ready Grade 2</p> <p>Grade 3 i-Ready SBA Projections</p> <p>Grade 4 i-Ready SBA Projections</p>		<p>Building Principal</p> <p>Assistant Principal</p> <p>Math Specialist</p> <p>Classroom Teachers</p> <p>Intervention Teachers</p>

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	identifying students slightly below or above benchmark and providing targeted instruction and intervention	<p><i>Math.</i> SPRING 2026 (<i>different cohort</i>): 78% FALL (iReady SBA Projection): Typical Gr.- 70% Stretch Gr.- 89% WINTER (iReady SBA Projection): Typical Gr.- X% Stretch Gr.- X% SPRING (SBA): X%</p> <p>Grade 4: 74% of students will be at Goal or Above by the end of the year on SBA Math. SPRING 2026 (<i>same cohort</i>): 78% FALL (iReady SBA Projection): Typical Gr.- 64% Stretch Gr.- 74% WINTER (iReady SBA Projection): Typical Gr.- X% Stretch Gr.- X% SPRING (SBA): X%</p>			Special Education Teachers (as needed)
Implement strategies to reduce the number of students considered chronically absent.	Hawley will continue to use Tier 1 and Tier 2 supports to address chronic absenteeism issues. These efforts are led by the school-based MTSS team and a summary of the actions taken, data	<p>MTSS Core Meetings to review attendance reports.</p> <p>Increase frequency of communication to families regarding the importance of attendance</p>			Principal Assistant Principal LAC Math/Science

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	<p>collected, and the effectiveness of the interventions is presented by climate leaders at the district climate meetings.</p> <p>MTSS team regularly reviews attendance data, will identify students moving between tiers, adjust interventions, and monitor the fidelity and effectiveness of implemented strategies.</p>	DCC meeting minutes of attendance.			<p>Specialist</p> <p>School Counselor</p>
Strategy 3. In line with district priorities, Hawley School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	Provide professional development for certified and non-certified staff on building student independence and engagement.	100% of certified and non-certified staff will participate in professional development on building student independence and engagement.	Professional Learning Plan Unconference Survey (topics to be discussed at various meetings)		<p>Building Principal</p> <p>Assistant Principal</p> <p>Math Specialist</p>
	<p>Through training with CREC ACES Consultant, grades 3 and 4 teachers will build their capacity to implement Building Thinking Classrooms.</p> <p>The Math Committee will be reviewing the books,</p>	<p>100% of teachers in grades 3 and 4 will participate in building based BTC professional learning.</p> <p>Committee members will share out learning at PLCs and Faculty Meetings.</p>	BTC PD 9/10/26 10/5/26 10/8/26		<p>LAC</p> <p>Classroom Teachers</p> <p>Special Education Teachers</p>

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	<i>Building Thinking Classrooms</i> by Peter Liljedahl and <i>Productive Struggle</i> by John J. Sangiovanni, Susie Katt and Kevin J. Dykema				Paraeducators
Support the continued implementation of district-wide reading and math resources.	Math consultants will continuously review and support the implementation of the 3rd Edition of Bridges Math.	Math consultants will summarize revisions/changes to Bridges and share with leadership and teachers during PLCs			Math Specialist
	<p>Collect data and monitor the successful implementation of the K-4 reading resources.</p> <p>Fundations Review and Updated Training for Grades K-2</p> <p>Committee participating in ReadConn 2.0 Program (a look at the Science of Reading and early Literacy Skill Acquisition.</p> <p>Literacy Committee reading <i>The Writing revolution 2.0</i> by Judith C. Hochman and Natalie Wexler and implementing strategies.</p>	<p>100% of certified staff will demonstrate use of K-4 reading resources during PLC discussions and planning and teacher evaluations.</p> <p>Committee members will share out learning at PLCs and Faculty Meetings.</p>			<p>Building Principal</p> <p>Assistant Principal</p> <p>LAC</p>

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support

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student learning and well-being.					
Strategy 1. In line with district priorities, Hawley School will enhance school climate and culture through consistent practices across the school.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Continue to implement the new Connecticut School Climate Policy in all schools throughout the district.	By June 2027, the DCC will finalize and disseminate the continuum of behavior/ practices for each grade-level across the district. This will include professional development for all staff on its application.	A complete K–4 continuum of behavior expectations and responsive practices is developed, aligned with the climate policy, and submitted to district leadership by end of September 2026. 100% of certified staff complete the onboarding professional development regarding the application of the new continuum.			Assistant Principal (School Climate Specialist) Principal
	Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement goals as part of their school's strategic goals. A written or electronic copy of such goals shall be made available to members of the school community.	The School Climate Specialist will submit updated survey driven climate goals based on the annual survey results.			Assistant Principal (School Climate Specialist)
	The school's trained	100% of scheduled Fall 2026			Principal

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	Restorative Practices facilitators will deliver Fall and Winter 2026 staff training dates for advanced Restorative Practices using faculty meeting times.	and Winter 2027 Restorative Practices faculty training modules are successfully delivered by the trained facilitators.			Assistant Principal (School Climate Specialist)
Improve perception, understanding, and communication of student accountability practices at Hawley and in NPS.	Present to certified and noncertified staff, include the following: restorative practice review/training, viewing classroom management as Tier 1 student accountability, accountability data, special education support call data, share scenarios during unstructured times (recess and lunch expectations outline/shared with ALL staff.	100% of certified and non-certified staff attend the presentations covering restorative practices, recent discipline data, and unstructured-time scenarios.			Principal Assistant Principal (School Climate Specialist)
	Revisit behavioral expectations that focus on non-classroom areas of Hawley with all classrooms.	Updated expectations for non-classroom areas are reviewed with 100% of students during the first two weeks of the school year.			Principal Assistant Principal
	Improve communication from UA teachers to parents regarding student accountability in their setting.	UA teachers will increase communication with families.			UA Teachers

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	Improve communication from Administration	Building administrators will increase communication regarding discipline referrals to the office by following up with referring staff.			Principal Assistant Principal
Strategy 2. Hawley School will promote inclusive and welcoming school environments that embrace diversity and ensure a sense of belonging for all.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Provide building-based refresher training for staff on the use of the Harmful Language Protocol.	100% of building administrators, certified staff, and student support personnel complete refresher training on the NPS Harmful Language Protocol by December 2026.			Building Principal Assistant Principal School Climate Committee
	Identify student voice structures within each school that assist with messaging and peer awareness.	At least one student voice structure (e.g., student council, climate ambassadors, peer leaders) implemented by December 1, with evidence that the structure contributes to messaging and peer awareness efforts, as documented through meeting notes, student-led initiatives, or staff/student feedback.			Building Principal Building Principal Assistant Principal School Climate Committee School Counselor

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	Revisit messaging in every school centered on the theme: "Words Matter: Lead with Kindness, Speak with Respect".	Classroom teachers share the presentation with students at the beginning of the school year.			Building Principal
		100% of students will sign individual words matter contracts at the beginning of the year.			Assistant Principal
		Community meeting refreshers (1-4) and intro for K.			School Climate Committee
	Continue restorative practices for repairing harm from both certified and non-certified staff.	Staff will utilize restorative practices in response to incidents of harm, with incidents documented to include a restorative conversation, circle, or mediation aimed at repairing relationships, as tracked through behavior reports or reflection logs.			School Counselor
		Staff meetings (certified and non-certified) to review implementation of restorative practices.			Classroom Teachers
					Principal
					Assistant Principal
					School Counselor
					Teachers
					Paraeducators

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		Increase the percentage of staff who feel the school culture promotes respect among teachers and students and understand as measured by 2026-27 school comate survey.			
	Integrate expectations of Words Matter and Harmful Language campaign with parents through classroom newsletters and communication with families.	Communicate on-going expectations of the "Words Matter" campaign and Harmful Language to families through at least two classroom-level newsletter, and ongoing conferences and communications to families.			Principal Assistant Principal All Certified Staff
Strategy 3. In line with district priorities, Hawley School will Enhance Communication to Community Stakeholders					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status	EOY KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Submit activities and pictures for the NPS Weekly Update	Pictures submitted and included in the NPS Weekly Update.			Building Principal Assistant Principal
Provide Consistent and Timely Communication to School Community	Send newsletter to families that includes updates, dates, school updates, celebrations etc	Distribute a weekly family newsletter throughout the school year and emails containing timely information. Teachers will Distribute consistent family updates throughout the school year.			Building Principal Assistant Principal Teachers

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		Distribute monthly informational email or newsletter from each classroom.			
	Provide timely information to staff to ensure everyone has the information they need to plan and teach effectively Keep the Hawley website updated and current	Ensure staff receive key instructional and operational updates at least 48 hours before they need to act on them, as measured by internal communication logs and staff feedback regarding communication on survey. Work with the Director of Technology to add updates to the Hawley website.			Building Principal Assistant Principal
	Create a Hawley School Facebook or Instagram page for parents to see weekly activities and reminders (still considering?)	Update Facebook/Instagram page?			Building Principal Assistant Principal

Reed Intermediate School
Strategic Instructional Goals 2026-27

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.					
Strategy 1. The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Evaluation Plan Year 2: Empower educators to design rigorous, high-impact annual professional growth goals. Deliver consistent, actionable feedback and targeted coaching to support educators in continuously refining their instructional practices.	Building administration will collaborate with and guide educators to design, implement, and monitor rigorous, data-driven annual professional growth goals.	Administration will continue to work with district leadership and administration to refine and further calibrate feedback and evaluative practices.			Principal Assistant Principal
	Building administration will deliver consistent, growth-oriented feedback and professional coaching to support educators in the continuous refinement of their pedagogy.	Frequent classroom visits, including check-ins, formal observations, walkthroughs, and reviews of practice. Staff will be invited to meet with administration after check-ins, if interested, to discuss feedback. Observational data collected from learning walks will be shared with staff after classroom visits. Weekly PLC meetings with department teams.			Principal Assistant Principal Math Specialist Language Arts Consultant
Strategy 2. The district will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Building administration will enhance the building-based data team by intentionally integrating classroom	The Reed Building-based Data Team will meet bi-monthly to review data: <ul style="list-style-type: none"> Classroom data Intervention data 	Engage with the district data team to analyze student data and synthesize actionable instructional strategies addressing key growth areas			Principal Assistant Principal Math Specialist Language Arts Consultant

teachers, interventionists, and counselors into the collaborative analysis process.	<ul style="list-style-type: none"> • Tiered intervention data (teachers) • District / State assessment data 				
	The building-based data team will utilize updated district MTSS documents and protocols.	<p>Consistent use of educimber at all levels of the MTSS process to develop staff capacity in data use.</p> <p>Staff training with the new MTSS process being developed by the Director of Teaching and Learning:</p> <ul style="list-style-type: none"> • District Google Classroom with videos • Use of third staff meeting for data analysis 			Principal Assistant Principal Math Specialist Language Arts Consultant Classroom Teachers School Counselors
Set annual goals for increases in student achievement in reading and mathematics as measured by district and state assessments.	<p><u>I-Ready - ELA and Math:</u></p> <p>Administer i-Ready to all students in grades 5 and 6 in Fall and Winter.</p> <p>MTSS Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>78% of students will be at On or Above Grade Level by the end of the year on iReady Reading.</p> <ul style="list-style-type: none"> • Fall Baseline 5th ELA: 47% 			
		<p>80% of students will be at On or Above Grade Level by the end of the year on iReady Math</p> <ul style="list-style-type: none"> • Fall Baseline 5th Math: 50% 			
		<p>76% of students will be at On or Above Grade Level by the end of the year on iReady Reading.</p> <ul style="list-style-type: none"> • Fall Baseline 6th ELA: 46% <p>80% of students will be at On or Above Grade Level by the end of the year on iReady Math.</p> <ul style="list-style-type: none"> • Fall Baseline 6th Math: 55% 			
	<p><u>Smarter Balanced ELA and Math:</u></p> <p>Administer SBA to all students in grades 5 and 6 in</p>	<p>78% of students will be at Goal or Above by the end of the year on SBA Reading.</p>			

	<p>the Spring.</p> <p>MTSS Team with Teachers will analyze data after all assessment periods</p> <p>Teachers will engage in data commitments by identifying students slightly below or above benchmark and providing targeted instruction and intervention</p>	<p>Spring 2026 5th ELA: 73%</p> <p><i>75% of students will be at Goal or Above by the end of the year on SBA Math.</i></p> <p>Spring 2026 5th Math: 70%</p> <p><i>75% of students will be at Goal or Above by the end of the year on SBA Reading.</i></p> <p>Spring 2026 6th ELA: 70%</p> <p><i>78% of students will be at Goal or Above by the end of the year on SBA Math.</i></p> <p>Spring 2026 6th Math: 75%</p>			
<p>Utilize Reed's Chronic Absenteeism plan to reduce the number of absences for identified students.</p>	<p>Absenteeism reports will be reviewed biweekly to identify ongoing concerns regarding student attendance. Student attendance results will be from the 2025-26 school year for incoming fifth grade and current sixth-grade students. Data will be identified by subgroup (e.g, special education, ELL, low-income), attendance reason, patterns, vacations, etc.</p> <p>Regularly run absenteeism reports and incorporate this data review in school-based Student Support Team (SST) meetings.</p> <p>School-based SST Team will develop and disseminate universal Tier I and Tier II strategies</p>	<p>Students will demonstrate improved attendance from the 2025-26 school year. We will improve chronic absenteeism so that students fall within the state threshold.</p> <ul style="list-style-type: none"> General Education Students <ul style="list-style-type: none"> Baseline (end of year 2026): 23 students (4.7%) Target: 18 students Spring Results: High Needs Students <ul style="list-style-type: none"> Baseline (end of year 2026): 7 students (7.3%) Target: 4 students Spring Results: 			<p>Principal Assistant Principall Supervisor of Special Education School Counselors Support Staff Classroom Teachers Special Education Teachers Unified Arts Teachers</p>

	<p>for promoting attendance for all students.</p> <p>School-based SST Team and district climate teams analyze attendance data to drive decisions and evaluate the impact of Tier 2 interventions. Completed by June 2027.</p>				
Strategy 3. Reed Intermediate School will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.					
Strategic Action(s)	Action Steps	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Provide staff with continued Building Thinking Classrooms (BTC) training to support year two implementation within all fifth and sixth-grade math classrooms.	<p>Continue to work with Reed's Building Thinking Classroom's Trainer through a series of professional development workshops to further embed critical thinking and evidence-based instructional approaches within the math period.</p> <p>All fifth and sixth-grade math teachers will further build their capacity for integrating Building Thinking Classrooms approaches into their lesson planning within their mathematics curricular programs.</p>	100% of math teachers will participate in district and building-based training regarding Building Thinking Classrooms. All mathematics teachers will integrate Building Thinking Classrooms thinking routines within their classrooms on a regular basis.	<p>BTC Training Sessions:</p> <p>PLC/Building-based Work Sessions:</p> <p>Learning walks, classroom visits and check-ins, PLC discussions</p>		<p>Principal</p> <p>Assistant principal</p> <p>Math Specialist</p> <p>Director of Teaching and Learning</p> <p>BTC Trainer</p> <p>Grades 5 and 6 Math Teachers</p>
Enhance the capacity of ELA teachers to utilize more facets of the curriculum and/or to integrate additional research-based tools.	<p>6th Grade:</p> <ul style="list-style-type: none"> Leverage the Ed Platform to analyze assessment data and drive targeted instructional decisions Incorporate Unit Planner into PLC meetings to identify/determine learning targets for each unit and subsequent lessons Evaluate the HMH grammar resource and supplement as necessary <p>5th Grade:</p>	100% of language arts teachers will demonstrate use of high level instructional practices and strategies while utilizing their language arts programs.	<p>PLC/Building-based Work Sessions:</p> <p>Learning walks, classroom visits and check-ins, PLC discussions</p> <p>LAC</p>		<p>Principal</p> <p>Assistant principal</p> <p>Language Arts Consultant</p> <p>Director of Teaching and Learning</p> <p>Grades 5 and 6 ELA Teachers</p>

	<ul style="list-style-type: none"> Design high-engagement learning tasks that more robustly support the academic standards targeted in each unit of study Curate and create a variety of texts sets to develop students' background knowledge, giving them greater access to grade-level texts Design and implement engaging, curriculum-based 'language dive' thinking tasks to deepen student comprehension Utilize the LMS to build background knowledge about topics of study 				
Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.					
Strategy 1. District and School Climate Improvement					
Strategic Action(s)	2026-27	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Promote an inclusive school culture of mutual trust that prioritizes staff agency in decision-making and builds strong, collaborative communication channels with administration	Administration will create opportunities to: <ul style="list-style-type: none"> Continued use of school-based School Climate and Leadership Committee to help identify areas of improvement and support overall climate and morale Expand opportunities for classroom teachers to actively collaborate in instructional decision-making Create opportunities for staff to provide regular feedback Strengthen transparent communication with educators regarding student behavior management and disciplinary actions Engage key instructional leaders including counselors, the LAC, and the Math 	Data analysis and feedback from the School Climate Committee. Monthly meetings between administration and building union representation to elicit feedback regarding culture/climate. Collect regular feedback from all staff to gauge sentiment around new processes. Elicit feedback regarding communication (school news and information, discipline, etc.). Feedback on Strategic Plan Draft (Building Leaders at Reed).			Principal Assistant Principal School Building Union Representation Certified Staff Non-Certified Staff

	Specialist in a targeted review of the strategic plan draft ahead of the school-wide launch				
Restructure Student Support Team Protocols and Focus Areas	<p>Reed's Student Support Team will meet bi-weekly to discuss and review student concerns regarding behaviors, school discipline, support plans, and attendance.</p> <p>Within each meeting, administration will:</p> <ul style="list-style-type: none"> • Provide an updated report regarding student absenteeism (principal) • Provide a summary report regarding student discipline (assistant principal) • Review concerns brought forward by support staff • Work with support staff to create student action plans (meeting with administration, teacher meeting, parent meeting, etc.) 	<p>Review of weekly SST reports that identify:</p> <ul style="list-style-type: none"> • Disciplinary Summary Report • Attendance tracking and action planning • Counseling Visits (self-referred) 			<p>Principal</p> <p>Assistant Principal</p> <p>School Counselors</p> <p>School Social Worker</p> <p>School Psychologist</p>
Continue to implement Connecticut School Climate Policy at Reed Intermediate School.	Administration will collaborate with the School-based Climate Committee to develop 1–3 student goals that directly target the priority needs identified in the 2025-26 Student Climate Survey.	<p>Revision of the Reed Pride curriculum and implementation to include:</p> <ul style="list-style-type: none"> • Words Matter activities for community meetings • School-wide practices that celebrate excellence and community (School-wide Quassy field trip, student "showcase" assemblies, announcements, whole school activities, etc.) 			<p>Principal</p> <p>Assistant Principal</p> <p>School Climate Committee</p>
	The School Climate Committee will review Reed's Behavior Continuum, elicit feedback from staff, and create modifications as necessary.	Administration will work with staff to better understand the Behavior Continuum for all fifth and sixth students. This work will ensure consistent approaches are used to address disciplinary and/or behavioral concerns, as well as ensure consistency building-wide.			<p>Principal</p> <p>Assistant Principal</p> <p>School Climate Committee</p>

	Administer a school climate survey to students and staff.	100% of students and certified staff will be offered an opportunity to complete the annual school climate survey in the spring of 2027.			Assistant Principal
Strategy 2. Inclusive and Welcoming Schools					
Strategic Action(s)	2026-27	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Administration will review NPS Harmful Language Protocols with all staff, emphasizing responsibility to recognize, report, and address hateful or harmful language. Classroom teachers will share updated bullying lessons with all students (September and January)	100% of building administrators, certified staff, and student support personnel will participate in building-based presentations regarding NPS Harmful Language Protocols.			Principal Assistant Principal EquityTeam Leaders All Certified Staff All Non-Certified Staff
	Identify student voice structures at Reed that assist with messaging and peer awareness.	Development of Student Council (Structure, focus, meeting schedule) Identify students who will support and contribute to positive messaging efforts (Meeting notes, student-led initiatives, student/staff feedback) Student interviews with grade 5 and 6 students (focus groups) Student surveys to elicit feedback and suggestions			Building Principal Assistant Principal Student Council Advisors
	Counselor Lessons targeted to support students in understanding that their words are important and can have a positive or negative impact on others. Students will learn the distinction between kindness and harmful language.	Developmentally appropriate lessons will be shared in classrooms, with teacher feedback collected to inform implementation and necessary revisions.			School Counselors

	Administration will share an annual "Words Matter Assembly" with all fifth and sixth grade students.	Communicate the purpose and expectations of the "Words Matter" campaign to families after school-wide assemblies and within monthly principal newsletters.			Principal Assistant Principal
	Support all staff in utilizing Restorative Practices as an intervention regarding student behavior.	100% of staff will receive updated Restorative Practices training (2 sessions) by June 2027.			Principal Assistant Principal All Certified Staff All Non-Certified Staff
Strategy 3. Enhance Communication to Community Stakeholders					
Strategic Action(s)	2026-27	Key Performance Indicators (KPIs)	Midyear KPI Status (Color and Notes)	EOY KPI Status	Persons Responsible
Enhance the NPS Weekly Update	Share pictures, description of events, and activities from Reed Intermediate School to be included in the NPS Weekly Update	Descriptions and pictures shared and included in the NPS Weekly Update.			Principal Assistant Principal
Promote Reed Intermediate School with ongoing, purposeful communication with all Reed Families	The principal will share weekly newsletters, in addition to timely emails communicating important school information (reminders, events, school news, etc.) SMORE Newsletter will be added to Reed's Website	Share a principal's weekly newsletter with all members of the Reed Community, as well as ongoing emails to provide timely updates to all families.			Principal
	Classroom Teachers, Unified Arts Teachers, Special Education Teachers, and Support Staff will communicate regularly with Reed Families.	Share communication with all families at least twice monthly regarding classroom news, updates, etc.	ongoing	Communications shared with families	Classroom Teachers Special Education Teachers Unified Arts Teachers Support Staff

Community Relations

Possession of Firearms or Deadly Weapons

I. Definitions:

- A. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot or projectile may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. [Ref: Conn. Gen. Stat. § 53a-3(6)].
- B. **Firearm** means any shotgun, sawed-off shotgun, machine gun, rifle, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot or projectile may be discharged. [Ref: Conn. Gen. Stat. § 53a-3 (19)].
- C. **Peace Officer** means a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer (as defined in section 26-5), a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office or the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles (who is certified under the provisions of sections 7-294a to 7-294e, inclusive), a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provision of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive. [Ref: Conn. Gen. Stat. § 53a-3 (9)].
- D. **Real Property** means the land and all temporary and permanent structures comprising of the Newtown Public School District's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots.
- E. **School-Sponsored Activity** means any activity sponsored, recognized, or authorized by the Newtown Board of Education, and included activities conducted on or off school property [Ref: Conn. Gen. Stat. § 10-233a(h)].

Community Relations

Possession of Firearms or Deadly Weapons

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any Newtown Public School or administrative office building in this district, on school transportation, or at a school-sponsored activity, is strictly prohibited, even if the person possessing the deadly weapon or firearm has a permit for such an item.

III. Peace Officer Exception

A peace officer, as defined in Conn. Gen. Stat. § 53a-3, engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Off-Duty Qualified Law Enforcement Officer Exception

Pursuant to the Memorandum of Understanding (“Agreement”) dated October 5, 2023, between the Newtown Board of Education and the Newtown Police Department, off-duty law enforcement officers that meet the following criteria may carry firearms/deadly weapons (“firearms”) on the real property of Newtown Public School or provided the following criteria is met; (1) the off-duty officer shall be in good standing with their department/agency and meet the definition of a qualified law enforcement officers under US Code 926B/C, (2) the off-duty officer shall carry their department/agency identification and badge on their person as mandated by department/agency policy, (3) the off-duty officer shall present such credentials when requested by a school employee, (4) the off-duty officer shall carry the firearm concealed, and, (5) the off-duty officer would only deploy a firearm in compliance with Connecticut State law, Federal law, and police department policy. If an off-duty law enforcement officer fails to comply with this agreement, the Board shall report this violation to the Newtown Police Department. The Board, in its sole discretion, may revoke permission for any or all off-duty law enforcement officers to possess firearms on school grounds. In such instance, the Board Chair and/or Superintendent of Schools shall provide notification to the Newtown Police Department.

V. Armed School Security Officer Exception

An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties is in lawful possession of a firearm or deadly weapon may bring such item on the real property of any Newtown Public School, on school transportation, or to a school-sponsored activity.

Community Relations

Possession of Firearms or Deadly Weapons

VI. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possess a deadly weapon or firearm on the real property of the Newtown Public Schools, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on the real property of the Newtown Public Schools, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with the Board of Education Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of Newtown Public Schools, on school transportation, or at a school-sponsored activity, from using any and all school facilities.
- D. Entry into Board of Education Offices or onto school property by persons who hold a valid state or local permit to carry a firearm or deadly weapon and would otherwise legally traverse school property with an unloaded firearm or deadly weapon for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, is prohibited by the Board of Education.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes
 29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by P.A. 98-129)
 29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by P.A. 98-129)
 52a-3 Definitions.
 53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by P.A. 01-84)
 P.A. 13-188 An Act Concerning School Safety
 10-244a Employment of persons to provide security services in a public school while in possession of a firearm (as amended by P.A. 14-212 and P.A. 14-217)

Policy adopted: May 5, 2015, Effective July 1, 2015

Policy revised: April 5, 2016, November 1, 2022

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

EMPLOYEE USE OF THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Newtown 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, 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 Newtown 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 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 and TikTok.

Incidental personal use of the computer systems may be permitted solely for the purpose of email transmissions and access to the Internet 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 system or other electronic devices that access the computer system. Use of the computer system 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 computer activity.

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: September 16, 2026

Newtown Public Schools
Newtown, CT

ADMINISTRATIVE REGULATIONS REGARDING EMPLOYEE USE OF THE DISTRICT'S COMPUTER SYSTEMS AND ELECTRONIC COMMUNICATIONS

Introduction

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Newtown 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 electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, 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 electronic devices, to enhance the educational and business operations of the Newtown Public Schools (the "District"). In these regulations, the computers, computer network, electronic devices, Internet access and email system are referred to collectively as "the computer systems."

These computer systems are business and educational tools. As such, they are being made available to employees of the District for District-related educational and business purposes. *All users of the computer systems must restrict themselves to appropriate District-related educational and business purposes.* Incidental personal use of the computer systems may be permitted solely for the purpose of email transmissions and similar communications, including access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems is subject to all rules, including monitoring of all such use, set out in these regulations. Moreover, any such incidental personal use shall not interfere in any manner with work responsibilities.

These computer systems are expensive to install, own and maintain. Unfortunately, these computer systems can be misused in a variety of ways, some of which are inadvertent and others deliberate. Therefore, in order to maximize the benefits of these technologies to the District, our employees and all our students, this regulation shall govern *all* use of these computer systems.

Monitoring

It is important for all users of these computer systems to understand that the Board, as the owner of the computer systems, reserves the right to monitor the use of the computer systems to ensure that they are being used in accordance with these regulations. The District intends to monitor in a limited fashion but will do so as needed to ensure that the systems are being used appropriately for District-related educational and business purposes and to maximize utilization of the systems for such business and educational purposes. The Superintendent reserves the right to eliminate personal use of the District's computer systems by any or all employees at any time.

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 users, and can bypass such passwords. In addition, review of emails, 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 and TikTok.

Notwithstanding the above and in accordance with state law, the District may not: (1) request or require that an employee 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 employee authenticate or access a personal online account in the presence of a District representative; or (3) require that an employee invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the District to join a group affiliated with any personal online account of the employee. However, the District may request or require that an employee provide the District with a username and password, password or any other authentication means for accessing (1) any account or service provided by the District or by virtue of the employee's employment relationship with the Board or that the employee uses for the Board's business purposes, or (2) any electronic communications device supplied or paid for, in whole or in part, by the Board.

In accordance with applicable law, the District maintains the right to require an employee to allow the District to access the employee's personal online account, without disclosing the username and password, password or other authentication means for accessing such personal online account, for the purpose of:

- (A) 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 employee's personal online account; or
- (B) Conducting an investigation based on the receipt of specific information about an employee's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an employee or other source.

For purposes of these Administrative Regulations, "personal online account" means 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 web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee for a business purpose of the Board.

Why Monitor?

The computer systems are expensive for the Board to install, operate and maintain. For that reason alone it is necessary to prevent misuse of the computer systems. However, there are other equally important reasons why the Board intends to monitor the use of these computer systems, reasons that support its efforts to maintain a comfortable and pleasant work environment for all employees.

These computer systems can be used for improper, and even illegal, purposes. Experience by other operators of such computer systems has shown that they can be used for such wrongful purposes as sexual

harassment, intimidation of co-workers, threatening of co-workers, breaches of confidentiality, copyright infringement, and the like.

Monitoring will also allow the District to continually reassess the utility of the computer systems, and whenever appropriate, make such changes to the computer systems as it deems fit. Thus, the District monitoring should serve to increase the value of the system to the District on an ongoing basis.

Privacy Issues

Employees must understand that the District has reserved the right to conduct monitoring of these computer systems and can do so *despite* the assignment to individual employees of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.

The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes.

Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District's computer systems and electronic devices that access same, including any incidental personal use permitted in accordance with these regulations.

Use of the computer system represents an employee's acknowledgement that the employee has read and understands these regulations and any applicable policy in their entirety, including the provisions regarding monitoring and review of computer activity.

Prohibited Uses

Inappropriate use of District computer systems is expressly prohibited, including, but not limited to, the following:

- ◆ Sending any form of solicitation not directly related to the business of the Board;
- ◆ Sending any form of slanderous, harassing, threatening, or intimidating message, at any time, to any person (such communications *may* also be a *crime*);
- ◆ Gaining or seeking to gain unauthorized access to computer systems;
- ◆ Downloading or modifying computer software of the District in violation of the District's licensure agreement(s) and/or without authorization from supervisory personnel;
- ◆ Sending any message that breaches the Board's confidentiality requirements, including the confidentiality rights of students;
- ◆ Sending any copyrighted material over the system;

- ◆ Sending messages for any purpose prohibited by law;
- ◆ Transmission or receipt of inappropriate email communications or accessing inappropriate information on the Internet, including vulgar, lewd or obscene words or pictures;
- ◆ Using computer systems for any purposes, or in any manner, other than those permitted under these regulations;
- ◆ Using social networking sites such as Facebook, Twitter/X, LinkedIn, Instagram, YouTube and TikTok in a manner that violates the Board's Social Networking policy.
- ◆ Using generative artificial intelligence in a manner that disrupts or undermines the effective operation of the District; is used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications, creates a hostile work environment; breaches confidentiality obligations of school employees; or violates the law, Board policies and/or other school rules and regulations. For purposes of this policy, "generative artificial intelligence" refers to a technology system, including but not limited to ChatGPT, 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.

In addition, if a particular behavior or activity is generally prohibited by law and/or Board policy, use of these computer systems for the purpose of carrying out such activity and/or behavior is also prohibited.

Electronic Communications

The Board expects that all employees will comply with all applicable Board policies and standards of professional conduct when engaging in any form of electronic communication, including texting, using the District's computer system, or through the use of any electronic messaging system or electronic device or mobile device owned, leased, or used by the Board. As with any form of communication, the Board expects District personnel to exercise caution and appropriate judgment when using electronic communications with students, colleagues and other individuals in the context of fulfilling an employee's job-related responsibilities, including when engaging in remote teaching or use of a digital teaching platform.

Disciplinary Action

Misuse of these computer systems will not be tolerated and will result in disciplinary action up to and including termination of employment. Because no two situations are identical, the Board reserves the right to determine the appropriate discipline for any particular set of circumstances.

Complaints of Problems or Misuse

Anyone who is aware of problems with or misuse of these computer systems, or has a question regarding the appropriate use of the computer systems, should report this to a District administrator or supervisor.

Most importantly, the Board urges *any* employee who receives *any* harassing, threatening, intimidating or other improper message through the computer systems to report this immediately. It is the

Board's policy that no employee should be required to tolerate such treatment, regardless of the identity of the sender of the message. *Please report these events.*

Implementation

This regulation is effective as of September 16, 2026

Legal References:

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520

Sections 11 through 13 of Public Act 26-139 revise the existing framework that a board of education, charter school governing council, magnet school operator, or supervisory agent of nonpublic schools (collectively, “school governing entities”) must follow when hiring applicants for positions involving direct student contact. The law requires school governing entities to, among other things, review a written statement from the applicant, contact the applicant’s former employers (as defined by the statute), and review information from the State Department of Education (“SDE”) regarding the SDE’s knowledge of the applicant’s history of certain misconduct. The Act generally expands the scope of what applicants, former employers, and the SDE must disclose. We have revised our model policy to reflect the new statutory requirements.

**Series 4000
Personnel**

4113/4213

EMPLOYMENT AND STUDENT TEACHER CHECKS

As set forth below, each applicant for a position with the Newtown 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”). If the applicant’s current or most recent employment occurred out of state, the applicant will also be asked whether the applicant is included on an equivalent database and/or abuse/neglect registry maintained in that other state.

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

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

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

For the purposes of this policy:

“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

- (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;

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
 - 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 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 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.

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.

- 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 onsite by the District personnel. 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.

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 onsite by the District personnel. 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 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.

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

VI. Notice of Conviction

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

VII. School Nurses

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

VIII. Personal Online Accounts

For purposes of this policy, “personal online account” means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the District, including, but not limited to, electronic mail, social media and retail-based Internet web sites. “Personal online account” does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the District.

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

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

- B. The District may request or require that an applicant provide the District with a user name and password, password or any other authentication means for accessing:
 - 1. any account or service provided by District or by virtue of the applicant's employment relationship with the District or that the applicant uses for the District's business purposes, or
 - 2. any electronic communications device supplied or paid for, in whole or in part, by the District.
- C. In accordance with applicable law, the District maintains the right to require an applicant to allow the District to access the applicant's personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:
 - 1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or
 - 2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the District's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Certain Individuals

This policy shall not apply to:

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

X. Falsification of Records

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

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

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act 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: _____

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as employment or a license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notices and that the results of the check are handled in a manner that protects the applicant's privacy. All notices must be provided in writing.¹ These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.), Section 552a, and Title 28, Code of Federal Regulations (CFR), Section 50.12, among other authorities.

- Officials must ensure that each applicant receives an adequate written FBI Privacy Act Statement (dated 2013 or later) when the applicant submits the applicant's fingerprints and associated personal information.²
- Officials must advise all applicants in writing that procedures for obtaining a change, correction, or update of an FBI criminal history record are set forth at 28 CFR 16.34. Information regarding this process may be found at <https://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- Officials must provide the applicant the opportunity to complete or challenge the accuracy of the information in the FBI criminal history record.
- Officials should not deny the employment, license, or other benefit based on information in the FBI criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the FBI criminal history record for authorized purposes only and cannot retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.³

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain the applicant's record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant the FBI Privacy Act Statement, the 28 CFR 50.12 notice, and the opportunity to correct the applicant's record. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of FBI criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

Connecticut Records: Department of Emergency Services and Public Protection State Police Bureau of Identification (SPBI) 1111 Country Club Road Middletown, CT 06457 860-685-8480	Out-of-State Records: Agency of Record OR FBI CJIS Division-Summary Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306
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Noncriminal Justice Applicant's Privacy Rights

¹ Written notification includes electronic notification, but excludes oral notification.

² See <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

³ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for employment or a license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below. All notices must be provided to you in writing.⁴ These obligations are pursuant to the Privacy Act of 1974, Title 5, United States Code (U.S.C.) Section 552a, and Title 28 Code of Federal Regulations (CFR), 50.12, among other authorities.

- You must be provided an adequate written FBI Privacy Act Statement (dated 2013 or later) when you submit your fingerprints and associated personal information. This Privacy Act Statement must explain the authority for collecting your fingerprints and associated information and whether your fingerprints and associated information will be searched, shared, or retained.⁵
- You must be advised in writing of the procedures for obtaining a change, correction, or update of your FBI criminal history record as set forth at 28 CFR 16.34.
- You must be provided the opportunity to complete or challenge the accuracy of the information in your FBI criminal history record (if you have such a record).
- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the employment, license, or other benefit based on information in the FBI criminal history record.
- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at <https://www.fbi.gov/services/cjis/identity-history-summary-checks> and <https://www.edo.cjis.gov>.
- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI by submitting a request via <https://www.edo.cjis.gov>. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)
- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.⁶
- If you need additional information or assistance, please contact:

Connecticut Records:

**Department of Emergency Services and Public Protection
State Police Bureau of Identification (SPBI)
1111 Country Club Road
Middletown, CT 06457
860-685-8480**

Out-of-State Records:

**Agency of Record
OR
FBI CJIS Division-Summary Request
1000 Custer Hollow Road
Clarksburg, West Virginia 26306**

⁴ Written notification includes electronic notification, but excludes oral notification.

⁵ <https://www.fbi.gov/services/cjis/compact-council/privacy-act-statement>

⁶ See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 34 U.S.C. § 40316 (formerly cited as 42 U.S.C. § 14616), Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).

Federal Bureau of Investigation
Privacy Act Statement

This privacy act statement is located on the back of the FD-258 fingerprint card.

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal regulations. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

As of 3/30/2018

In connection with Public Act 26-3, which includes various changes to the public health laws concerning vaccines, we have revised the Administrative Regulations Regarding Immunizations to identify that school districts must rely on the schedules of immunizations published by the Connecticut Commissioner of Public Health (the “Commissioner”) when determining whether a student has the required immunizations for school attendance. We have also removed language concerning the specific doses required for certain immunizations because those doses are included in the Commissioner’s published immunization schedule. This revision also includes an updated link to the immunization schedule and updated legal references.

**Series 5000
Students**

P5141.3

ADMINISTRATIVE REGULATIONS REGARDING IMMUNIZATIONS

I. Immunization Requirements

In accordance with state law, the Newtown 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.

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 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.

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 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 Newtown 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 the school nurse 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: _____

The model administrative regulations connected to the Section 504/ADA policy have been revised to add reference to investigations into challenging behavior, in accordance with the 2025 changes to the state bullying law, and to make a technical revision. No additional revisions were made to this model document.

**Series 5000
Students**

P5145.4

**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 Newtown 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

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:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

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

ADOPTED: _____
REVISED: _____

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

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

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

I. Definitions

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

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

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

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs),

cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

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

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

disability-based discrimination or as a result of an individual's participation or cooperation in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about challenging behavior or bullying, the Section 504 Coordinator shall notify the Safe School Climate Coordinator or designee who shall coordinate any investigation with the Section 504 Coordinator, so as to ensure that any such investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

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

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

1. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 2. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
 3. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 4. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
 5. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
 6. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures designed to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
 7. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.
- J. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten

(10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

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

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

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

A. Submission of Complaint to Section 504/ADA Coordinator

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

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such

circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
 - e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. After receiving the written notice of the outcome, the Complainant shall have ten (10) school days to submit a formal written statement of appeal,

if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee.

2. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.
3. If the complainant is not satisfied with the decisionmaker for the appeal's decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee's decision.

C. Mediation Procedures

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

- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
4. Upon receipt of a request for mediation,
- a. The Section 504/ADA Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
 - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
 - c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

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

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student's illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

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

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

NEWTOWN PUBLIC SCHOOLS

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

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

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

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

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

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

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District’s education programs without discrimination based on your child’s disability;

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

limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111
(617) 289-0111.

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

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The sample expulsion notification letter has also been updated to reflect Public Act 26-1. The sample letter does not require Board of Education approval and is provided as a model document for district use.

Series 5000 Students

STUDENT DISCIPLINE

It is the policy of the Newtown Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within Newtown 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, 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 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 Gemini, ChatGPT, and other similar platforms 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.
- 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:***
 - 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 (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.
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 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.
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.
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 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.
- 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.
- 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 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 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.
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

- 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. § 10-233l, 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 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.
 - 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 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.
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.
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 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.

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.

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.

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. § 10-233l, 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. § 10-233l, 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.

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:

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 was 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 was not 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:

- 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 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 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
- § 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
- § 10-233l 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).

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: _____

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

**Series 5000
Students**

R5114

ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the Newtown Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program (“responsible administrator”) from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:

1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic,

social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.

3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

- A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

- B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.

2. The ILP will address the following:
 - a. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board's academic program and earn graduation credits, if applicable;
 - b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
 - d. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
 - e. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 - 2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:
 - 1. Efforts to readmit the student at a semester starting point (at the high school level);
 - 2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 - 3. The student's need for academic and other supports upon returning to school; and
 - 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.

- B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

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.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

ADOPTED: _____

REVISED: _____

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).

(Parent's/Student's Address)

(Non-custodial Parent, if applicable)

(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)

Dear (Parent/Guardian):

In accordance with the *(name of district)* Board of Education Policy *(policy # & title)*, I am writing to advise you that the *(name of district)* Board of Education (the “Board”) will hold a formal hearing concerning your child, *(name of student)* to consider the recommendation of *(name of administrator)* that your child be expelled from school. *[In cases where the district uses an impartial hearing board, add the following: Please be advised that the Board has appointed Attorney [Name(s)], to serve as an impartial hearing board in this matter.]* This hearing is being held pursuant to Section 10-233d *[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233l]* and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board Policy *(policy # & title)*, a copy of which is enclosed. The Board *(OR the impartial hearing board)* intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your child (*for on or off-campus conduct*: violated Board Policy *cite Student Discipline Policy number and any other specific policy number* on *date* and seriously disrupted the educational process) (*and/or, for on-campus conduct*: endangered persons or property) by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.)

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (*date, time, place [note: unless an emergency exists, this notice must be given to the student/parent/guardian at least five (5) business days before the hearing, not including the day of such hearing]*). (*If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your child's [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of the child's disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your child are asked to attend this hearing. Your child has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board (***OR the impartial hearing board***) may also question witnesses. An opportunity will also be given for the administration and your child or your child's representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board (***OR the impartial hearing board***) has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your child has a right to be represented, at your own expense, by an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families

may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your child is expelled as a result of the scheduled hearing, and your child is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school as determined by the Administration in accordance with applicable law and Board policy. If your child is between sixteen (16) and eighteen (18) and is expelled for the first or second time, the Board shall also offer to your child an alternative educational opportunity if your child wishes to continue their education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who has been expelled more than twice or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: *(Name of District)*, Chairman, *(Name of District)* Board of Education
(Name of Special Education Director, where applicable)
(Name of Responsible Administrator at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

9/1/2026

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent’s request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____; SASID _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits having engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about _____, 20__.
3. NAME OF STUDENT’s conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline) (*Cite other policies here as appropriate*), and is considered by the district administration to be seriously disruptive of the educational process. (*For conduct that occurs on school grounds, on school transportation, or at a school-sponsored activity, you may alternatively or additionally state whether such conduct is considered to endanger persons or property*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. (*Optional Section for students with disabilities*): A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student’s disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the _____ Board of Education (the “Board”), NAME OF STUDENT shall be expelled, effective _____, 20__ and continuing through _____, 20__, under the following conditions:
 - a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative educational opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:

The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a “Statutory Alternative Educational Opportunity”). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT’s right to a Statutory Alternative Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who ave Been Expelled*, adopted by the Connecticut State Board of Education, and the Board’s Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

[Describe alternative educational opportunity agreed to by parties.]

If NAME OF STUDENT becomes ineligible to attend the _____ Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds or school transportation, and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

(Optional Sections regarding early readmission):

- c) Prior to _____, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent’s sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of

the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through *(date)*, without the need for any further proceedings before the Board.

(Optional Section for expungement if the expulsion is the student's first expulsion):

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT's conduct, attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent's sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from NAME OF STUDENT's educational record as of *(date)*.

(Optional Section for Homeless Child or Youth)

- f) The Board has developed the following plan of interventions and supports to mitigate the impact of homelessness on NAME OF STUDENT's behavior _____.
8. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or NAME OF STUDENT's parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
 9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the _____ Board of Education to contest NAME OF STUDENT's proposed expulsion from the _____ Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.
 10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

NAME OF SUPERINTENDENT
Superintendent of Schools

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

10/9/2025

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.

**[] Public Schools
Individualized Learning Plan**

Student Name: _____ **Date of Birth:** _____ **Gr.** _____

School/Program Prior to Expulsion: _____ **SASID:** _____

Does the student have an Individualized Education Program? ☐ Yes ☐ No

Does the student have a Section 504 Plan? ☐ Yes ☐ No

Records Reviewed with Relevant Information for the Provision of an Alternative Educational Opportunity	
☐ Student Success Plan ☐ Individualized Education Program (IEP) ☐ Behavioral Intervention Plan (BIP) ☐ Section 504 Plan ☐ Individualized Health Care Plan/Emergency Care Plan	☐ Report Cards and Current Grades ☐ Attendance Records ☐ Disciplinary/Behavioral Records ☐ Other: _____ ☐ Other: _____
ILP Developed Through Collaboration With (check all that apply):	
☐ Parent/Guardian: _____ ☐ Parent/Guardian: _____ ☐ Student: _____ ☐ Administrator: _____	☐ Teacher: _____ ☐ Teacher: _____ ☐ Other (specify): _____ ☐ Other (specify): _____

☐ School Counselor: _____	☐ Other (specify): _____
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Records Transferred	
Date of transfer of relevant student records from the student's school/program to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school/program: _____

Records Distribution and Storage
Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:
☐ Student's cumulative file ☐ The Student's receiving school or alternative educational placement ☐ Student's parent/guardian

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion	
Core Class	Placement/Progress in Class at Time of Expulsion (e.g. current grade, current unit, etc.)

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS
Academic Needs
☐ See IEP (if applicable)
☐ Other:

--

Behavioral Needs	
☐ See IEP (<i>if applicable</i>)	
☐ Other:	

GOALS

Academic Goals		
☐ See IEP (<i>if applicable</i>)	☐ Satisfactory work completion	☐ Satisfactory progress in coursework and toward meeting relevant academic standards
☐ Other:		

Benchmarks to Measure Progress Toward Academic Goals		
☐ See IEP (<i>if applicable</i>)	☐ Passing grades on midterm progress reports	☐ Passing grades on report card
☐ Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Satisfactory attendance	☐ Satisfactory compliance with behavioral expectations and disciplinary policies
☐ Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Fewer than _____ teacher referrals to administration for disciplinary matters	☐ Fewer than _____ contacts to parents/guardians for disciplinary matters
☐ Attends alternative program _____% or more of scheduled days/sessions.	☐ Other:	
Progress monitoring <i>mm/dd/yy</i> :		

INTERVENTIONS

Academic Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Behavioral Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Review and Communication of Progress to Parents/Guardians or Student

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- ☐ Monitoring attendance
- ☐ Monitoring work completion
- ☐ Monitor progress toward meeting relevant academic standards
- ☐ Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- ☐ Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- ☐ Each marking period
- ☐ Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

- ☐ The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
 - ☐ The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.

☐ The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

☐ The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- ☐ Efforts to readmit the student at a semester starting point (at the high school level)
- ☐ A plan to transfer the student's credits and record back to the student's school/program
- ☐ The student's need for academic and other supports upon returning to school/program
- ☐ Efforts to connect the student with opportunities to participate in extracurricular activities

5/2/2023

Community Relations

Possession of Firearms or Deadly Weapons

I. Definitions:

- A. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot or projectile may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. [Ref: Conn. Gen. Stat. § 53a-3(6)].
- B. **Firearm** means any shotgun, sawed-off shotgun, machine gun, rifle, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot or projectile may be discharged. [Ref: Conn. Gen. Stat. § 53a-3 (19)].
- C. **Peace Officer** means a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer (as defined in section 26-5), a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office or the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles (who is certified under the provisions of sections 7-294a to 7-294e, inclusive), a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provision of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive. [Ref: Conn. Gen. Stat. § 53a-3 (9)].
- D. **Real Property** means the land and all temporary and permanent structures comprising of the Newtown Public School District's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots.
- E. **School-Sponsored Activity** means any activity sponsored, recognized, or authorized by the Newtown Board of Education, and included activities conducted on or off school property [Ref: Conn. Gen. Stat. § 10-233a(h)].

Community Relations

Possession of Firearms or Deadly Weapons

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any Newtown Public School or administrative office building in this district, on school transportation, or at a school-sponsored activity, is strictly prohibited, even if the person possessing the deadly weapon or firearm has a permit for such an item.

III. Peace Officer Exception

A peace officer, as defined in Conn. Gen. Stat. § 53a-3, engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Off-Duty Qualified Law Enforcement Officer Exception

Pursuant to the Memorandum of Understanding (“Agreement”) dated October 5, 2023, between the Newtown Board of Education and the Newtown Police Department, off-duty law enforcement officers that meet the following criteria may carry firearms/deadly weapons (“firearms”) on the real property of Newtown Public School or provided the following criteria is met; (1) the off-duty officer shall be in good standing with their department/agency and meet the definition of a qualified law enforcement officers under US Code 926B/C, (2) the off-duty officer shall carry their department/agency identification and badge on their person as mandated by department/agency policy, (3) the off-duty officer shall present such credentials when requested by a school employee, (4) the off-duty officer shall carry the firearm concealed, and, (5) the off-duty officer would only deploy a firearm in compliance with Connecticut State law, Federal law, and police department policy. If an off-duty law enforcement officer fails to comply with this agreement, the Board shall report this violation to the Newtown Police Department. The Board, in its sole discretion, may revoke permission for any or all off-duty law enforcement officers to possess firearms on school grounds. In such instance, the Board Chair and/or Superintendent of Schools shall provide notification to the Newtown Police Department.

V. Armed School Security Officer Exception

An armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a engaged in the performance of his or her official duties is in lawful possession of a firearm or deadly weapon may bring such item on the real property of any Newtown Public School, on school transportation, or to a school-sponsored activity.

Community Relations

Possession of Firearms or Deadly Weapons

VI. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possess a deadly weapon or firearm on the real property of the Newtown Public Schools, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on the real property of the Newtown Public Schools, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with the Board of Education Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of Newtown Public Schools, on school transportation, or at a school-sponsored activity, from using any and all school facilities.
- D. Entry into Board of Education Offices or onto school property by persons who hold a valid state or local permit to carry a firearm or deadly weapon and would otherwise legally traverse school property with an unloaded firearm or deadly weapon for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, is prohibited by the Board of Education.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes
 29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by P.A. 98-129)
 29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by P.A. 98-129)
 52a-3 Definitions.
 53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by P.A. 01-84)
 P.A. 13-188 An Act Concerning School Safety
 10-244a Employment of persons to provide security services in a public school while in possession of a firearm (as amended by P.A. 14-212 and P.A. 14-217)

Policy adopted: May 5, 2015, Effective July 1, 2015

Policy revised: April 5, 2016, November 1, 2022

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

The model administrative regulations connected to the Section 504/ADA policy have been revised to add reference to investigations into challenging behavior, in accordance with the 2025 changes to the state bullying law, and to make a technical revision. No additional revisions were made to this model document.

**Series 5000
Students**

P5145.4

**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 Newtown 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

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:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

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

ADOPTED: _____
REVISED: _____

**ADMINISTRATIVE REGULATIONS REGARDING STUDENTS
AND SECTION 504 OF THE REHABILITATION ACT OF 1973
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990**

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

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

I. Definitions

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

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

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

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs),

cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

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

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

disability-based discrimination or as a result of an individual's participation or cooperation in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.
- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about challenging behavior or bullying, the Section 504 Coordinator shall notify the Safe School Climate Coordinator or designee who shall coordinate any investigation with the Section 504 Coordinator, so as to ensure that any such investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

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

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

1. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 2. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
 3. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 4. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;
 5. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
 6. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures designed to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
 7. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.
- J. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decisionmaker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten

(10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

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

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

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

A. Submission of Complaint to Section 504/ADA Coordinator

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

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such

circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
 - e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individual from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. After receiving the written notice of the outcome, the Complainant shall have ten (10) school days to submit a formal written statement of appeal,

if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee.

2. The decisionmaker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decisionmaker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.
3. If the complainant is not satisfied with the decisionmaker for the appeal's decision or proposed resolution, such individual may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee's decision.

C. Mediation Procedures

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

- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
4. Upon receipt of a request for mediation,
- a. The Section 504/ADA Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
 - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
 - c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

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

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student's illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

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

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

NEWTOWN PUBLIC SCHOOLS

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

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

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

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

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

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

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District's education programs without discrimination based on your child's disability;

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

limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Deborah Mailloux-Petersen
Director of Pupil Services
Newtown Public Schools
3 Primrose Street
Newtown, CT 06470
203-426-7628
petersend@newtown.k12.ct.us

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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111
(617) 289-0111.

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

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The sample expulsion notification letter has also been updated to reflect Public Act 26-1. The sample letter does not require Board of Education approval and is provided as a model document for district use.

Series 5000 Students

STUDENT DISCIPLINE

It is the policy of the Newtown Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within Newtown 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, 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 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 Gemini, ChatGPT, and other similar platforms 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.
- 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:***
 - 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 (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.
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 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.
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.
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 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.

- 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.
- 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 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 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.
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

- 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. § 10-233l, 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 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.
 - 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 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.
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.
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 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.

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.

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.

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. § 10-233l, 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. § 10-233l, 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.

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:

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 was 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 was not 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:

- 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 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 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
- § 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
- § 10-233l 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).

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: _____

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

**Series 5000
Students**

R5114

ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the Newtown Public Schools (the “District”) is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program (“responsible administrator”) from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:

1. Meet with the expelled student’s parent(s)/guardian(s) prior to the student’s placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student’s academic,

social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.

3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.

- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act (“IDEA”) shall be determined by the student’s Planning and Placement Team (“PPT”). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

- A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan (“ILP”) that will govern the programming for the student for the period of expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

- B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - a. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - b. Individualized education program (“IEP”);
 - c. Section 504 Plan;
 - d. Individualized health care plan or emergency care plan; and/or
 - e. Other relevant academic and behavioral data.

2. The ILP will address the following:
 - a. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board's academic program and earn graduation credits, if applicable;
 - b. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - c. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
 - d. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
 - e. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 - 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 - 2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

- A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:
 - 1. Efforts to readmit the student at a semester starting point (at the high school level);
 - 2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
 - 3. The student's need for academic and other supports upon returning to school; and
 - 4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.

- B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlines in these Administrative Regulations.

Legal References:

Connecticut General Statutes:

Conn. Gen. Stat. § 10-233d

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.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled* (January 3, 2018).

ADOPTED: _____

REVISED: _____

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

[BOE LETTERHEAD]

(Date)

CERTIFIED MAIL - RETURN RECEIPT REQUESTED & U.S. MAIL

(Parent) (If the Student is aged 18 or older, this notice should be sent directly to the student, with copies to the parent(s)).

(Parent's/Student's Address)

(Non-custodial Parent, if applicable)

(Parent's Address)

Re: Expulsion Hearing Concerning Student Name; D.O.B.; State-Assigned Student Identifier (SASID)

Dear (Parent/Guardian):

In accordance with the *(name of district)* Board of Education Policy *(policy # & title)*, I am writing to advise you that the *(name of district)* Board of Education (the “Board”) will hold a formal hearing concerning your child, *(name of student)* to consider the recommendation of *(name of administrator)* that your child be expelled from school. *[In cases where the district uses an impartial hearing board, add the following: Please be advised that the Board has appointed Attorney [Name(s)], to serve as an impartial hearing board in this matter.]* This hearing is being held pursuant to Section 10-233d *[In cases where a preschool student is recommended for expulsion, add the following: and Section 10-233l]* and Sections 4-176e to 4-180a, inclusive, and Section 4-181a of the Connecticut General Statutes and the *(name of district)* Board Policy *(policy # & title)*, a copy of which is enclosed. The Board *(OR the impartial hearing board)* intends to conduct the hearing in executive session, due to the confidential nature of this hearing.

The hearing will address the allegations that your child (*for on or off-campus conduct*: violated Board Policy *cite Student Discipline Policy number and any other specific policy number* on *date* and seriously disrupted the educational process) (*and/or, for on-campus conduct*: endangered persons or property) by engaging in the following conduct:

(The law governing these hearings requires a short, plain statement of the facts to be included within this notice letter, and should be inserted here.)

Example: carrying a knife on the school bus on a specified date and brandishing it at other students on the bus).

(If the student has admitted to this conduct, note the admission here).

The hearing has been scheduled for (*date, time, place [note: unless an emergency exists, this notice must be given to the student/parent/guardian at least five (5) business days before the hearing, not including the day of such hearing]*). (*If a manifestation determination must be held prior to the expulsion hearing, add the following language: Prior to the expulsion hearing, your child's [planning and placement (PPT) team OR Section 504 team] will determine if your child's conduct constitutes a manifestation of the child's disability. The expulsion hearing will be canceled if the [PPT OR Section 504 team] determines that the conduct was a manifestation of your child's disability; otherwise, the hearing will proceed as scheduled.* You and your child are asked to attend this hearing. Your child has the right to be represented by an attorney or other advocate at your expense, has the right to cross-examine administration witnesses, and may present relevant evidence, both documentary and testimonial, concerning the allegations. The hearing will be the parties' sole opportunity to present such evidence. The Board (***OR the impartial hearing board***) may also question witnesses. An opportunity will also be given for the administration and your child or your child's representatives to present argument concerning the evidence presented at the hearing. If you need the services of a translator or an interpreter for this hearing, please let me know as soon as possible.

Unless the administration has determined that an emergency exists, you have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation. If you would like to request a postponement, please let me know as soon as possible.

The administration may recommend expulsion from school for up to one calendar year. The Board (***OR the impartial hearing board***) has discretion to adopt any period of expulsion up to one calendar year.

As mentioned above, your child has a right to be represented, at your own expense, by an attorney or other advocate at the expulsion hearing. Obtaining an attorney or other advocate is the responsibility of the family. Very low income families

may be able to obtain free or reduced rate advice or legal representation through Statewide Legal Services, Inc. ("SLS"). To apply for such assistance, those families should contact SLS immediately at 1-800-453-3320.

In the event your child is expelled as a result of the scheduled hearing, and your child is under sixteen (16) years of age, the Board will offer your child an alternative educational opportunity during any period of exclusion from school as determined by the Administration in accordance with applicable law and Board policy. If your child is between sixteen (16) and eighteen (18) and is expelled for the first or second time, the Board shall also offer to your child an alternative educational opportunity if your child wishes to continue their education. Please know however, that the Board is not required to offer an alternative educational opportunity to any student between sixteen (16) and eighteen (18) years of age who has been expelled more than twice or to students who are eighteen (18) years of age or older.

If you have any questions, please call my office at (*number*).

Sincerely,

(Name of Superintendent)
(Name of District) Public Schools

Cc: *(Name of District)*, Chairman, *(Name of District)* Board of Education
(Name of Special Education Director, where applicable)
(Name of Responsible Administrator at school that student attends)
(Name of Board of Education Attorney, where applicable)
(Name of Administration's Attorney, where applicable)

9/1/2026

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

AGREEMENT

NAME OF SUPERINTENDENT, (Superintendent of Schools for NAME OF DISTRICT), NAME OF STUDENT and NAME(S) OF PARENT(S)/GUARDIAN(S) (the parent(s)/guardian(s) of NAME OF STUDENT) agree as follows with respect to the Superintendent’s request that NAME OF STUDENT be expelled from _____ School:

1. NAME OF STUDENT (D.O.B. _____; SASID _____) is currently enrolled as a _____ grade student at _____ School.
2. NAME OF STUDENT admits having engaged in the following conduct (*insert a short, plain statement of the conduct*) on or about _____, 20__.
3. NAME OF STUDENT’s conduct, as described above, violates _____ Board of Education Policy _____ (Student Discipline) (*Cite other policies here as appropriate*), and is considered by the district administration to be seriously disruptive of the educational process. (*For conduct that occurs on school grounds, on school transportation, or at a school-sponsored activity, you may alternatively or additionally state whether such conduct is considered to endanger persons or property*). (*If the student has admitted to this conduct, note the admission here*).
4. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
5. (*Optional Section for students with disabilities*): A manifestation determination was made on (*date*) concerning this conduct and it was determined that the conduct was not a manifestation of the student’s disability.
6. Students are notified of applicable Board policies regarding prohibited conduct by publication in the student handbook.
7. Subject to the approval of the _____ Board of Education (the “Board”), NAME OF STUDENT shall be expelled, effective _____, 20__ and continuing through _____, 20__, under the following conditions:
 - a) During the period of expulsion, the Board will provide NAME OF STUDENT with an alternative educational opportunity deemed appropriate by the Administration in accordance with applicable law and Board policy.

(Optional alternative language if the parties agree to an alternative educational opportunity other than that required by the state standards:

The NAME OF PARENT(S) and NAME OF STUDENT understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes, NAME OF STUDENT is entitled to an alternative educational opportunity during the Expulsion Period which shall be (1) alternative education, as defined by Section 10-74j of the Connecticut General Statutes, with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education, pursuant to section 3 of public act 17-220 (a “Statutory Alternative Educational Opportunity”). The NAME OF PARENT(S) and NAME OF STUDENT hereby waive NAME OF STUDENT’s right to a Statutory Alternative Educational Opportunity and accordingly waive the application of the *Standards of Educational Opportunities for Students Who ave Been Expelled*, adopted by the Connecticut State Board of Education, and the Board’s Administrative Regulations concerning the implementation of said standards. In lieu of a Statutory Alternative Educational Opportunity, the NAME OF PARENT(S) and NAME OF STUDENT agree that during the Expulsion Period, the Board will provide NAME OF STUDENT with an alternative educational opportunity as follows:

[Describe alternative educational opportunity agreed to by parties.]

If NAME OF STUDENT becomes ineligible to attend the _____ Public Schools pursuant to Board Policy and/or if the Parents withdraw NAME OF STUDENT from enrollment as a student at [name of school], the Board will have no obligation to provide NAME OF STUDENT with the alternative educational opportunity described herein.

- b) During the period of expulsion, NAME OF STUDENT will not be permitted to be on school grounds or school transportation, and will not be permitted to attend or participate in any school-sponsored activities, except as authorized in writing in advance by the Superintendent of Schools.

(Optional Sections regarding early readmission):

- c) Prior to _____, the Superintendent will review NAME OF STUDENT’s conduct, attendance and effort level in the alternative educational opportunity [list other conditions as applicable], for the purpose of determining, in the Superintendent’s sole discretion, whether NAME OF STUDENT should be readmitted to school on or about _____.
- d) If the Superintendent determines that NAME OF STUDENT should be readmitted to school early in accordance with the preceding section, and if NAME OF STUDENT subsequently commits any offense that would warrant suspension and/or expulsion under the policies of

the Board, the Superintendent may reinstate NAME OF STUDENT's expulsion for the remainder of the expulsion period, through *(date)*, without the need for any further proceedings before the Board.

(Optional Section for expungement if the expulsion is the student's first expulsion):

- e) Prior to *(date)*, the Superintendent will review NAME OF STUDENT's conduct, attendance and effort level since the expulsion, for the purpose of determining, in the Superintendent's sole discretion, whether the expulsion hearing record of NAME OF STUDENT should be expunged from NAME OF STUDENT's educational record as of *(date)*.

(Optional Section for Homeless Child or Youth)

- f) The Board has developed the following plan of interventions and supports to mitigate the impact of homelessness on NAME OF STUDENT's behavior _____.
8. All parties to this Agreement request that this Agreement be presented to the Board for the Board's consideration, in lieu of the submission of any other evidence by the Superintendent and/or NAME OF STUDENT or NAME OF STUDENT's parents, and they agree that this Agreement is sufficient for the Board to expel NAME OF STUDENT from school.
 9. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand and acknowledge that, pursuant to Section 10-233d of the Connecticut General Statutes and Board Policy, NAME OF STUDENT is entitled to an expulsion hearing before the _____ Board of Education to contest NAME OF STUDENT's proposed expulsion from the _____ Public Schools. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) further understands and acknowledges that at such hearing NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) would have the right to call witnesses and to introduce documentary evidence, to cross examine witnesses called by the Administration, and to be represented by an attorney or other advocate at their own expense. Accordingly, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) waive NAME OF STUDENT's right to an expulsion hearing pursuant to Section 10-233d of the Connecticut General Statutes.
 10. The Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) understand that this Agreement is subject to the approval of the Board. In the event that the Board does not approve this Agreement, the Superintendent, NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that the expulsion hearing concerning NAME OF STUDENT shall be rescheduled to a mutually agreeable date for the purposes of conducting an evidentiary hearing before the Board concerning the Superintendent's expulsion request. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) agree that NAME OF STUDENT will remain out of school until the evidentiary hearing has been completed. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) also agree that the Board's consideration of this proposed Agreement will not disqualify any member of the Board from serving as a Board member in the evidentiary hearing, and they hereby waive any right to make such a claim in any proceeding in any forum.

11. NAME OF STUDENT and NAME OF PARENT(S)/GUARDIAN(S) enter into this Agreement voluntarily and with a full understanding of the provisions of this Agreement.

NAME OF SUPERINTENDENT
Superintendent of Schools

Date: _____

NAME OF STUDENT
Student

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

NAME OF PARENT/GUARDIAN
OF STUDENT

Date: _____

10/9/2025

The Student Discipline Policy has been revised to reflect changes enacted through Public Act 26-1. The revisions specify that a student in preschool through grade two may be suspended out of school only when the student has engaged in behavior that caused “serious physical harm,” rather than “physical harm.” The policy also reflects the requirement that boards of education provide an alternative educational opportunity for students between the ages of 16 and 18 who have been expelled for the first or second time and wish to continue their education.

Additional revisions have been made in accordance with Public Act 26-125 to update the reference to the McKinney-Vento Act to indicate that it was “revised to December 23, 2022,” the date of the most recent revision to the federal law.

Note: This is a sample Individualized Learning Plan drafted in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, which was approved by the State Board of Education on January 3, 2018. The specific goals and benchmarks can be customized to meet the needs of individual students.

[] Public Schools
Individualized Learning Plan

Student Name: _____ Date of Birth: _____ Gr. _____

School/Program Prior to Expulsion: _____ SASID: _____

Does the student have an Individualized Education Program? ☐ Yes ☐ No

Does the student have a Section 504 Plan? ☐ Yes ☐ No

Records Reviewed with Relevant Information for the Provision of an Alternative Educational Opportunity	
☐ Student Success Plan ☐ Individualized Education Program (IEP) ☐ Behavioral Intervention Plan (BIP) ☐ Section 504 Plan ☐ Individualized Health Care Plan/Emergency Care Plan	☐ Report Cards and Current Grades ☐ Attendance Records ☐ Disciplinary/Behavioral Records ☐ Other: _____ ☐ Other: _____
ILP Developed Through Collaboration With (check all that apply):	
☐ Parent/Guardian: _____ ☐ Parent/Guardian: _____ ☐ Student: _____ ☐ Administrator: _____	☐ Teacher: _____ ☐ Teacher: _____ ☐ Other (specify): _____ ☐ Other (specify): _____

☐ School Counselor: _____	☐ Other (specify): _____
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Records Transferred	
Date of transfer of relevant student records from the student's school/program to provider of alternative educational opportunity: _____	Date of transfer of records from provider of alternative educational opportunity to the student's school/program: _____

Records Distribution and Storage
Copies of the Individualized Learning Plan will be distributed to the following locations and/or individuals and stored in accordance with the District's student records policy:
☐ Student's cumulative file ☐ The Student's receiving school or alternative educational placement ☐ Student's parent/guardian

[Note: Districts should insert or delete locations where this record may be kept in accordance with their student records policies and practices]

Student's Classes Prior to Expulsion	
Core Class	Placement/Progress in Class at Time of Expulsion (e.g. current grade, current unit, etc.)

Note: If the student receives special education and related services, the alternative educational opportunity provider must also refer to the student's IEP.

NEEDS
Academic Needs
☐ See IEP (if applicable)
☐ Other:

--

Behavioral Needs	
☐ See IEP (<i>if applicable</i>)	
☐ Other:	

GOALS

Academic Goals		
☐ See IEP (<i>if applicable</i>)	☐ Satisfactory work completion	☐ Satisfactory progress in coursework and toward meeting relevant academic standards
☐ Other:		

Benchmarks to Measure Progress Toward Academic Goals		
☐ See IEP (<i>if applicable</i>)	☐ Passing grades on midterm progress reports	☐ Passing grades on report card
☐ Other:		
Progress monitoring <i>mm/dd/yy</i> :		

Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Satisfactory attendance	☐ Satisfactory compliance with behavioral expectations and disciplinary policies
☐ Other:		

Benchmarks to Measure Progress Toward Behavioral Goals		
☐ See IEP (<i>if applicable</i>)	☐ Fewer than _____ teacher referrals to administration for disciplinary matters	☐ Fewer than _____ contacts to parents/guardians for disciplinary matters
☐ Attends alternative program _____% or more of scheduled days/sessions.	☐ Other:	
Progress monitoring <i>mm/dd/yy</i> :		

INTERVENTIONS

Academic Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Behavioral Interventions

☐ See IEP (*if applicable*)

☐ See Section 504 Plan (*if applicable*)

☐ Tier 1 _____

☐ Tier 2 _____

☐ Tier 3 _____

☐ Other:

Review and Communication of Progress to Parents/Guardians or Student

Method of monitoring and review: *(for most students, monitoring and reviewing progress will include monitoring the student's attendance, work completion, and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable)*

- ☐ Monitoring attendance
- ☐ Monitoring work completion
- ☐ Monitor progress toward meeting relevant academic standards
- ☐ Review and monitor progress in accordance with IEP and/or BIP (if applicable)
- ☐ Other: _____

Timing for communication of progress to parents/guardians or student: *(Progress must be communicated to the parent/guardian or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students)*

- ☐ Each marking period
- ☐ Other: _____

Early Readmission

The expulsion decision contains the following early readmission criteria:

- ☐ The student may apply to the Board of Education for early readmission and such readmission shall be at the discretion of the Board of Education.
 - ☐ The student applied to the Board of Education for early readmission on _____ and the Board of Education granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Board of Education for early readmission on _____ and early readmission was not granted.

☐ The student may apply to the Superintendent for early readmission and such readmission shall be at the discretion of the Superintendent.

☐ The student applied to the Superintendent for early readmission on _____ and the Superintendent granted the request and has conditioned such early readmission on the following criteria:

☐ The student applied to the Superintendent for early readmission on _____ and early readmission was not granted.

Review of Placement and ILP:

A review of the appropriateness of the placement must occur at least once per marking period. Such review must include:

- Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable.
- Consideration of opportunities for early readmission as set forth in the ILP (see Early Readmission section)

Transition Plan for Readmission:

The following has been considered and, where appropriate, addressed:

- ☐ Efforts to readmit the student at a semester starting point (at the high school level)
- ☐ A plan to transfer the student's credits and record back to the student's school/program
- ☐ The student's need for academic and other supports upon returning to school/program
- ☐ Efforts to connect the student with opportunities to participate in extracurricular activities

5/2/2023



Spanish II (Under Review/Revision)

Newtown High School / Grade 9 / World Languages

4 Curriculum Developers | Last Updated: Tuesday, Sep 29, 2026 by Ward-Toller, Elizabeth

Unit Calendar by Year

Unit	Aug		Sep		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
preliminar: ¡Hola de nuevo!																																					
1: Vivir en la ciudad																																					
2. De Viaje por Argentina																																					
3. Historia de ayer y de hoy																																					
4. ¡Pura Vida!																																					
5. Un futuro prometedor																																					
6. El gusto de celebrar																																					

◀ 7 Units found ▶



Unit Plan

preliminar: ¡Hola de nuevo!

Newtown High School / Grade 9 / World Languages

Week 1 - Week 7 | 4 Curriculum Developers | Last Updated: Sep 28, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe their daily lives in terms of school, likes and dislikes, daily routine and family.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Conceptual Lens: Communication

Concepts: identity, leisure, relationships, lifestyle, emotions, national pride, language systems, audience, fluency, comprehension, self-expression

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. Identity and self-expression inform communication and influence the voice and tone of communication.
2. Leisure and lifestyle correlate to self-expression by providing content and perspective to enhance communication.
3. Relationships and audience awareness assign meaning and build connections.
4. National pride and identity determine self-expression and the themes chosen to explore identity.
5. Fluency, language systems, and comprehension strengthen communication by enabling precise and meaningful word choice.
6. Speakers adapt their communication based on identity, relationships and emotions to increase understanding.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What is the vocabulary needed to express an individual's feelings and relationships using an appropriate tone and voice (emotions, family)? (F)
- 1b. What language systems are needed to communicate identity (ser, estar, tener) F?
- 1c. What are voice and tone and how are they used in communication? (F)
- 1d. How do speakers use voice and tone to communicate their feelings? (C)
- 1e. Why is it important to express one's identity to others? (P)
- 2a.) What vocabulary is needed for leisure activities and lifestyle to be able to express myself? (F)
- 2b.) What language systems are needed to be able to express oneself in terms of leisure (present tense) (F)?
- 2c.) What language systems are needed to be able to express one's lifestyle (reflexive verbs) (F)?
- 2d.) What is lifestyle (C)?
- 2e.) What is leisure (C)?
- 2e.) Can a culture's preferred leisure activities and lifestyle choices impact the health of its members? (P)
- 3a.) What relationships do the use of the formal and the informal address? (F)
- 3b.) What vocabulary is needed to communicate relationships (family, possessive adjectives? (F)

- 3c.) Why is it important to use the correct form of address (formal vs. informal) in different situations? (C)
3d.) How does target audience awareness build connections and relationships? (C)
3e.) Is it important to establish relationships with those with whom you communicate? (P)
- 4a.) What is national pride? (C)
4b.) What are some cultural epithets from Latin America that demonstrate national pride and identity? (F)
4c.) What vocabulary is needed to express oneself? (F)
4d.) How does national pride inform identity? (C)
4e.) How does national identity inform self-expression? (C)
4f.) What is an appropriate way to express national pride and identity? (P)
- 5a. What word choices facilitate stronger communication? (F)
5b. How does word choice affect the precision and meaningfulness of communication? (C)
5c. What skills can be used to strengthen fluency and comprehension? (F)
5d. How are language systems used to express self and identity? (C)
5e. Do language systems influence identity? (P)
- 6a.) What is identity? (C)
6b.) What vocabulary is needed to communicate my identity, relationships and emotions? (F)
6c.) What language systems are needed to adapt and communicate about my identity, relationships and emotions to increase understanding (present tense, gustar)? (F)
6d.) How do relationships vary from culture to culture (C)?
6e.) Should identity and emotions be taught in school to increase understanding? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will need to know how to:

- conjugate regular present tense verbs
- conjugate reflexive verbs in the present tense
- conjugate stem change verbs in the present tense
- use hay, ser, estar, tener and gustar in the present tense
- use adjective noun agreement correctly
- use indefinite articles correctly
- use possessive adjectives correctly
- use numbers 1-51
- vocabulary related to objects in the classroom, occupations, nationalities, leisure activities, clothing and accessories, colors, daily routine, family, emotions and transition words



Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Reporteros 2 textbook p. 1-11
- Reporteros 2 workbook p. 4-20
- Google Drive folder attached

0. preliminar: ¡Hola de nuevo!

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Strategic Planner

A strategic planner is a learner who becomes more efficient by setting clear goals, managing time effectively, and approaching tasks with a thoughtful plan.

- ☒ Plans and prioritizes tasks effectively to meet deadlines
- ☒ Breaks down complex tasks into manageable steps
- ☒ Keeps track of deadlines, instructions, and necessary materials

Un día en la vida

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

This unit is a review of what the students learned in Spanish 1.
Topics include:

Classroom objects, occupations, nationalities, numbers, clothing and accessories, colors, daily routines, family relationships, feelings and moods, leisure activities, transition words

Attached is the full vocabulary list separated by topic.

Vocabulario - Unidad Preliminar

Resources

Teacher and student resources used to support the learning.

- Reporteros 2 textbook
- Reporteros 2 workbook
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

0. preliminar: ¡Hola de nuevo!

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

¡Hola de nuevo! Presentational speaking | Summative | Other oral assessments

Other oral assessments

[Presenational speaking assessment](#)

No Standards Assessed

 Preliminar: ¡Hola de nuevo! Reading STUDENT  

 0. Preliminar examen escuchar: La ropa y los colores  

 0. Preliminar examen escuchar: La ropa y los colores  

 0. Preliminar examen escuchar: La ropa y los colores  

 Interpersonal speaking present tense verbs PROFE  

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

1: Vivir en la ciudad

Newtown High School / Grade 9 / World Languages

Week 8 - Week 13 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe their communities and how they can improve them.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Conceptual Lens: communication

Concepts: community, stewardship, coexistence, neighborhood, language systems, audience, fluency, comprehension, self-expression

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. Neighborhood, community and coexistence shape self-expression.
2. Stewardship and language systems encourage responsibility and communication.
3. Fluency and comprehension optimize coexistence by enabling mutual understanding and respectful dialogue.
4. Language systems and fluency build confidence and allow for self-expression
5. Audience and self-expression determine the structure and purpose of written or spoken communication.
6. Community and stewardship encourage thoughtful language use that promotes empathetic coexistence.
7. Coexistence and audience awareness guide how we adapt language to maintain respect and build connection.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What are the language systems needed to communicate in one's neighborhood? (F)
- 1b. What is the vocabulary needed to communicate in one's community? (F)
- 1c. Why is it important to talk to other people in one's neighborhood? (C)
- 1d. How does one's role as a neighbor shape self-expression? (C)
- 1e. Do neighbors need to communicate in order to coexist in a community? (P)
- 2a. What vocabulary is needed to describe stewardship? (F)
- 2b. What language systems are needed to describe stewardship? (F)
- 2c. What is stewardship? (F)
- 2d. How do language systems encourage communication and stewardship? (C)
- 2e. Are all citizens responsible for their community? (P)
- 3a. What vocabulary is needed to describe coexistence (community, prepositions of location, making plans, volunteering)? (F)
- 3b. What language systems are needed to increase fluency and comprehension to optimize coexistence (present tense, expressions of obligation, permission, impersonal se, impersonal expressions)? (F)
- 3c. What are the facets of an optimal coexistence? (C)
- 3d. Are mutual understanding and respectful dialogue necessary for an optimal coexistence? (P)

- 4a. What language systems are needed to express oneself in a confident manner? (F)
4b. How does communicating with others allow for self-expression? (C)
4c. How do language systems build fluency? (C)
4d. Does one need to be confident in order to communicate in a fluent manner? (P)
- 5a. What is the vocabulary needed to communicate with different audiences? (F)
5b. How does purpose play into the role of the structure of communication? (C)
5c. Why should one alter self-expression in order to address different audiences? (C)
5d. How does the structure of communication influence self-expression? (C)
5e. How is one's purpose of communication altered based on the structure of their language to a specific audience? (P)
- 6a. What is empathy? (C)
6b. How does stewardship promote empathy in a community? (C)
6c. Is empathy necessary to coexist in a community? (P)
- 7a. What vocabulary is needed to be respectful to our audience and build connections (community, prepositions of location, making plans, volunteering)? (F)
7b. What language systems are needed to be respectful to our audience and build connections (present tense, expressions of obligation, permission, impersonal se, impersonal expressions)? (F)
7c. How do we adapt our language to maintain respect and build connection? (C)
7d. Is lack of audience awareness an impetus to disrespect and destroy connections? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students will need to know how to:

- use the verb ser
- use adjectives of quantity
- use the verb estar
- irregular present tense verb conjugations
- vocabulary about places in a city, modes of transportation, being a good neighbor
- provide cultural information about Spain

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

 1. Vivir en la ciudad  

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Innovator

An innovator is a learner who considers multiple avenues and perspectives of possible solutions, and is brave enough to try them.

- ☒ Takes the initiative to develop imaginative and abstract ideas
- ☒ Is reflective, curious, creative, and forward-thinking

 Mi Ciudad  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

U1L1

- city
- stores
- connectors
- modes of transportation
- prepositions of location
- adjectives to describe a place
- making plans

U1L2

- parts of a building
- coexisting with neighbors
- city rules
- materials and recycling
- helping neighbors

 U1L1 Asi es mi barrio Vocabulay List.docx  

 U1L2 En comunidad Vocabulay List.docx  

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 12a-12d
- Reporteros textbook p. 12-59
- Reporteros, student workbook pages; 21-58
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

 1. Vivir en la ciudad  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

U1L2 assessments | Summative | Speech

Expository Essay

[U1L2 assessment folder](#)

No Standards Assessed

presentational rubric | Summative | Oral Report

[presentational speaking rubric](#)

No Standards Assessed

 U1L1 assessments  

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

2. De Viaje por Argentina

Newtown High School / Grade 9 / World Languages

Week 14 - Week 19 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to talk about their travel experiences.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Conceptual lens: communication

Concepts: tourism, recollections, culture, surroundings, language systems, audience, fluency, comprehension, self-expression.

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. Tourism and surroundings inspire self-expression by exposing individuals to diverse environments and experiences.
2. Recollections and surroundings shape voice and influence how experiences are communicated.
3. Culture and language systems guide comprehension by providing context and structure.
4. Audience and fluency determine how recollections are received and understood.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

1. Tourism and culture inspire self-expression by exposing individuals to diverse environments and experiences.
 - 1a. What vocabulary is necessary to describe tourism and surroundings? (F)
 - 1b. What language systems are needed to discuss tourism and culture (preterit/Argentina info)? (F)
 - 1c. What is tourism? (F)
 - 1d. How does tourism provide diverse experiences and perspectives? (C)
 - 1e. How do tourism and surroundings inspire self-expression? (C)
 - 1f. Is it beneficial to be exposed to diverse environments and experiences? (P)
- 2a. What are the language systems needed to communicate experiences and recollections from the past (preterit)? (F)
- 2b. What vocabulary is necessary to describe surroundings and recollections? (F)
- 2c. How do recollections, surroundings, and experiences contribute to shaping voice? (C)
- 2d. How does voice and word choice influence how experiences are communicated? (C)
- 2e. Can a speaker recollect and communicate their experiences without bias? (P)
- 3a.) What culture and context is necessary to comprehend others (Argentina)? (F)

3b.) What language and structures are necessary to comprehend the culture and context (surroundings, activities, prepositions, etc.)? (F)

3c.) What is the impact of culture on a language system? (C)

3d.) Does one need to know the context and culture of a place to be able to communicate effectively? (P)

4a. What language systems are needed to ensure that recollections are received and understood (preterit)? (F)

4b. How do audience and fluency determine how ideas should be communicated to be effectively received and understood? (C)

4c. Why does a misinterpretation to an audience happen? How can it be repaired? (C)

4d. Is it important how ideas are received? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will need to know how to:

- discuss vacation plans
 - describe landscapes and geography
 - describe what the weather is like
 - talk about travel preferences
 - talk about the effects of traveling
 - describe tourist experiences
 - describe travel routes
 - use *conocer* and *saber* in the present tense and choose the correct verb to use in context
 - use relative and absolute superlatives
 - use the preterit tense to describe past actions
 - describe Argentinian regions
 - identify various aspects of Argentinian culture
-

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

- Reporteros 2 textbook p. 60-107
- Reporteros 2 workbook p. 59-96
- [Google Drive folder linked](#)

Portrait of the Newtown Graduate

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Experiences, trips and plans, geography, seasons, cardinal directions, weather, tourist activities, means of transportation, lodging, ordinal numbers, adjectives to describe experiences

[Vocabulary list for Unit 2](#)

 U2L1 Vocabulary List.docx  

 U2L2 Vocabulary List.docx  

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 60a-60d
- Reporteros textbook p. 60-107
- Reporteros, student workbook pages; 59-96
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

 2. De viaje por Argentina  

 Reporteros 2 Unit 2  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

U2L1 assessment folder | Summative | Oral Report

Exhibition

[U2L1 assessment folder](#)

No Standards Assessed

U2L2 assessments folder | Summative | Dramatization

Dramatization

[U2L2 assessments folder](#)

No Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

3. Historia de ayer y de hoy

Newtown High School / Grade 9 / World Languages

Week 20 - Week 25 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe how daily life has changed.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

conceptual lens: communication

concepts: memories, childhood, narration, language systems, culture, comprehension

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. Memories and narration shape self-expression by helping individuals convey personal meaning through storytelling.
2. Childhood and culture influence inspire the content of narration and comprehension.
3. Language systems support drive comprehension and narration by organizing events logically and clearly.
4. Language systems and childhood recollections determine tone and word choice.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What is the vocabulary needed to narrate stories and memories? (F)
- 1b. What are the language systems needed to narrate events from the past? (F)
- 1c. How is self-expression shaped by memories? (C)
- 1d. How does narration help individuals to convey meaning to stories? (C)
- 1e. Does narrating the past help one process experiences and shape identity? (P)
- 2a. What language systems are necessary to narrate events logically and clearly? (preterit/imperfect) (F)
- 2b. What transition words and phrases are necessary to narrate events logically and clearly? (F)
- 2c. How do language systems drive narration and support comprehension? (C)
- 2d. How do organizing events in narration aid comprehension? (C)
- 2e. Is narration and storytelling relevant in today's world? (P)
- 3a. What vocabulary is needed to talk about childhood? (F)
- 3b. What language systems and word choices are necessary for communication about childhood recollections? (F)
- 3c. How does the language system used change when communicating childhood recollections? (preterit/imperfect) (C)
- 3d. Are recollections influenced by the passage of time and does that influence the tone of how one recalls or expresses them in the present? (P)

- 4a.) What is necessary to know about the narrator's culture and the audience's culture in order to create a shared understanding (Chile)? (F)
- 4b.) What vocabulary is necessary to describe culture in narration? (F)
- 4c.) How does culture impact narration in a broader social context? (C)
- 4d.) Do cultures have inherent links that can create shared understandings in a broader social context? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

- Students will need to know how to:
- use the imperfect tense
 - use comparatives
 - use affirmative and negative words
 - use irregular present tense verbs
 - use the preterite and imperfect in context
 - use direct and indirect object pronouns together
 - numbers in the thousands
 - use vocabulary related to games, toys, education, communication, electronic devices, memories, describing life events
 - use conversational expressional
 - use time expressions appropriately
 - provide information about Chile

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Low

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Low learners can communicate on some very familiar topics using simple and memorized words and phrases with support of gestures and visuals.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Low learners can identify memorized or familiar words that are supported by gestures or visuals related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Low learners can present information about themselves and some other very familiar topics using practiced words or memorized phrases with the help of gestures or visuals.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate
All Grades
Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations
- ☒ Shares ideas and information in a clear, organized, and honest manner
- ☒ Engages in perspective taking

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

U1L1

- games and toys
- education
- time expressions
- communication and entertainment
- electronic devices
- memories

U1L2

- favorite objects
- getting objects
- numbers in the thousands
- describing life events
- conversational expressions
- time expressions

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 108a-108d
- Reporteros textbook p. 108-157
- Reporteros, student workbook pages. 97-134
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

U3L1 assessment folder | Summative | Other written assessments

Dramatization

[U3L1 assessment folder](#)

No Standards Assessed

U3L2 assessment folder | Summative | Personal Project

Written Test

[U3L2 assessment folder](#)

No Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

4. ¡Pura Vida!

Newtown High School / Grade 9 / World Languages

Week 26 - Week 30 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe lifestyle and well-being.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

conceptual lens: communication

concepts: advice, health, language systems, culture, discourse

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. Culture and health inform perspectives on wellness and treatment.
2. Language systems and health topics guide discourse in offering advice to support well-being.
3. Advice and culture influence word choice to ensure sensitivity, clarity, and effectiveness in discourse.
4. Culture and language systems determine the effectiveness of comprehension and advice.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What language systems are needed to express wellness and treatment? (F)
- 1b. What vocabulary is needed to discuss health and treatment? (F)
- 1c. How does culture influence one's perspective on wellness and treatment? (C)
- 1d. How does one express needs in a culturally sensitive manner? (C)
- 1e. Are health perspectives and treatments influenced by culture? (P)
- 2a. What language systems are needed to give advice? (F)
- 2b. What vocabulary is needed to discuss health topics? (F)
- 2c. How is offering advice informed or altered by the role of the speaker and listener? (C)
- 2d. How does one communicate sensitively about well-being to others? (C)
- 2e. When is it appropriate to offer advice for health and well-being? (P)
- 3a. What language systems are needed to give sensitive, clear, and effective advice? (F)
- 3b. How does culture influence word choice in terms of sensitivity, clarity, and effectiveness in discourse? (C)
- 3c. Should sensitivity take priority over clear delivery when giving health advice? (P)
- 4a. What are the language systems needed to express advice? (F)

- 4b. What is the vocabulary needed to deliver more effective and comprehensible advice? (F)
- 4c. What makes advice effective and comprehensible? (C)
- 4d. Can someone's culture inhibit the effectiveness of comprehension or willingness to receive and accept advice? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will need to know how to:

- discuss feelings and emotions
- give and understand advice about wellness and emotional well-being
- discuss sports and healthy habits
- discuss the health benefits of physical activity
- talk about lifestyle habits and give recommendations
- talk about physical health and illness
- talk about symptoms, treatments, and interact with a health professional
- discuss cultural aspects from Costa Rica such as "Pura Vida"

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Reporteros 2 textbook p 158-205

Reporteros 2 workbook p 135-172

[Google Drive folder](#)

Portrait of the Newtown Graduate

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

feelings and moods, personal well-being, relationships, healthy lifestyle habits, sports, body parts, health, useful phrases at the doctor's office

[Unit 2 vocabulary list](#)

Resources

Teacher and student resources used to support the learning.

Reporteros 2 textbook

Reporteros 2 workbook

-[Klett online resources](#)

-[Teacher overview of course divided by unit](#)

-Attached is a Google Drive folder with all created activities and assessments

 Reporteros 2 Unit 2  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

U4L1 assessment folder | Summative | Other oral assessments

[U4L1 assment folder](#)

No Standards Assessed

U4L2 assessment folder | Summative | Other written assessments

[U4L2 assessment folder](#)

No Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

5. Un futuro prometedor

Newtown High School / Grade 9 / World Languages

Week 37 - Week 38 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to talk about future possibilities.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

conceptual lens: communication

concepts: future, possibility, environment, language systems, culture, communication

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. Possibility and language systems expand communication by allowing individuals to express hopes, intentions, and imagined outcomes for their personal futures.
2. Environment and culture shape communication by influencing what is valued, how ideas are shared, and what actions should be taken.
3. Language systems and communication build clarity in describing the future and its possibilities.
4. Possibility inspires innovation for challenges in the future.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What language systems does one need to express imagined outcomes (conditional)? (F)
- 1b. What vocabulary does one need to talk about the future (global themes)? (F)
- 1c. Why should one discuss possibilities? (C)
- 1d. How does discussing imagined incomes with other people help generate ideas and improve upon them? (C)
- 1e. Does discussing possibilities affect the chances of them coming to fruition? (P)
- 2a. What is the vocabulary needed to discuss actions? (F)
- 2b. What vocabulary is needed to share ideas on the environment and culture (Mapuches)?
- 2c. What are the language systems needed to talk about actions that should be taken? (F)
- 2d. How do environment and culture shape and influence what is valued? (C)
- 2e. How does communication about the environment influence and change future actions? (C)
- 2f. How does one prioritize values in order to determine what environmental actions should be taken within limited resources, especially when different cultural perspectives may prioritize those values differently? (P)
- 2g. Do you need to share environmental ideas in a culturally sensitive manner outside of your community to enact change? (P)
- 3a. What language systems are needed to clearly describe the future and possibilities? (F)

3b. What vocabulary is needed to talk about things that have not yet happened or do not yet exist (technology)? (F)
3c. What is future communication going to entail? (C)
3d. Is it important to make future plans clear when their outcomes are full of uncertain steps that may lead to other unforeseen possibilities that may project better outcomes? (P)
3e. How steadfast or flexible should one remain when planning for the future and when possibilities are in a constant flux of change? (P)

4a. What are the language systems needed to express innovation and future challenges (future)? (F)
4b. What vocabulary is needed to discuss possibilities, innovation and environmental challenges (careers)? (F)
4c. Why is it important to communicate with the intent to inspire? (C)
4d. How does one inspire listeners into action? (C)
4e. What should one use as inspiration for innovation? (C)
4f. How does one project future challenges when the future is unforeseen? (P)
4g. Should one plan their future profession based on perceived environmental and societal changes? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will need to know how to:

- use the future tense
- use if clauses using the present tense and the future tense
- use reflexive verbs
- use adverbs ending in -mente
- use the conditional tense

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- ☒ Novice Mid learners can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- ☒ Novice Mid learners can identify some basic facts from memorized words or phrases that are supported by gestures or visuals on topics related to everyday life that they hear, read, and view.

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.
-

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

5. Un futuro prometedor

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Critical Thinker

A critical thinker is a learner who analyzes and evaluates information to make connections and draw conclusions.

- ☒ Works independently
- ☒ Considers and understands multiple perspectives
- ☒ Questions results to ensure best outcomes

"Si le das" libro

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

U5L1

- environment
- action and change
- food/restaurant

U5L2

- occupations and job requirements
- personality traits and skills
- time expressions

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 206a-206d
- Reporteros textbook p. 206-253
- Reporteros, student workbook pages. 173-210
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a Google Drive folder with all created activities and assessments

5. Un futuro prometedor

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

6. El gusto de celebrar

Newtown High School / Grade 9 / World Languages

Week 31 - Week 36 | 4 Curriculum Developers | Last Updated: Sep 29, 2026 by Ward-Toller, Elizabeth

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to describe celebrations and cuisine in the context of Mexican culture.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

conceptual lens: communication

concepts: gastronomy, celebrations, style, language systems, culture, communication

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. Gastronomy and celebrations represent culture and serve as meaningful forms of communication across communities.
2. Language systems and communication facilitate cultural transmission by preserving and sharing celebrations, gastronomy and culture.
3. Celebrations and style convey meaning through both verbal and nonverbal elements in social interaction.
4. Language systems communicate personal identity through gastronomy, celebrations and style.
5. Culture and celebrations shape communication practices.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

- 1a. What vocabulary does one need to talk about gastronomy and celebrations? (F)
- 1b. What language systems are needed to discuss culture? (F)
- 1c. What defines a meaningful form of communication? (C)
- 1d. What roles do gastronomy and celebrations play in communities? (C)
- 1e. Does one need to participate in celebrations in order to fully identify with and incorporate themselves as a member of a community? (P)
- 2a. What language systems are needed to discuss preservation of culture (soler)? (F)
- 2b. Aside from celebrations, gastronomy and language, what is culture? (C)
- 2c. Do celebrations and gastronomy reflect or define culture? (P)
- 3a. What vocabulary is needed to convey style? (F)
- 3b. What language systems are needed for informal interactions and are they different than the ones needed for formal interactions (Ud commands)? (F)
- 3c. What verbal and nonverbal elements does one need to interact appropriately in a social setting? (F)
- 3d. How do celebrations and style convey meaning and values? (C)
- 3e. Are people who do not use verbal or nonverbal elements in social interactions rejected by their communities in some way, and how does this affect a community? (P)
- 3f. Are verbal or nonverbal elements more important in a social interaction? How does the lack of one change an interaction? (P)

- 4a. What language systems are needed to express personal identity pertaining to gastronomy, celebrations and style? (F)
4b. What vocabulary is needed to express personal identity? (F)
4c. How is personal identity conveyed through gastronomy, celebrations and style? (C)
4d. Is personal identity tied to one's culture? (P)
- 5a.) What is the vocabulary needed to communicate culture and celebrations? (F)
5b.) What are the language functions needed to communicate culture and celebrations? (F)
5c.) Does culture shape communication practices? (C)
5d.) Are communication practices embedded in cultural celebrations? (C)
5e.) Can you engage and truly understand a celebration of a different culture without knowing the language? (P)
5f.) Should we maintain cultural celebrations even if some of the tenets are seen as outdated or offensive to a minority population? (P)

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will need to know how to:

- talk about food and eating habit
- describe typical dishes and their ingredients
- understand and give cooking instructions
- discuss social habits
- describe celebrations and express opinions about them
- understand legends and connect them to traditions
- use the impersonal se
- give affirmative and negative commands in the usted and ustedes forms
- express habitual actions with ser and soler
- use si clauses with commands
- communicate events from the past using both the preterit and imperfect

Standards

The content standards that are taught and/or assessed in this unit.

CT: World Language (2024)

CT: Novice Mid

GOAL AREA 1: COMMUNICATION

Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.

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- ☒ Novice Mid learners can present information about themselves and some other very familiar topics using practiced words, phrases, and memorized expressions.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Reporteros 2 textbook p 254-301
Reporteros 2 workbook p 211-248
[Google Drive folder for Unit 6](#)

6. el gusto de celebrar

Portrait of the Newtown Graduate

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Food, meals and eating habits, tastes, cooking, celebrations, social habits, clothing and accessories, styles, time expressions

[Complete vocabulary list for Unit 6](#)

Resources

Teacher and student resources used to support the learning.

- Reporteros Teacher book; list of audios, workbooks pages, videos, grammar, etc. on pages 254a-254d
- Reporteros textbook p. 254-301
- Reporteros, student workbook pages. 211-248
- [Klett online resources](#)
- [Teacher overview of course divided by unit](#)
- Attached is a [Google Drive folder](#) with all created activities and assessments

6. el gusto de celebrar

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

U5L1 assessments | Summative | Personal Project

[U5L1 assessments](#)

No Standards Assessed

U5L2 assessments | Summative | Written Test

Written Test

[U5L2 assessments](#)

No Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

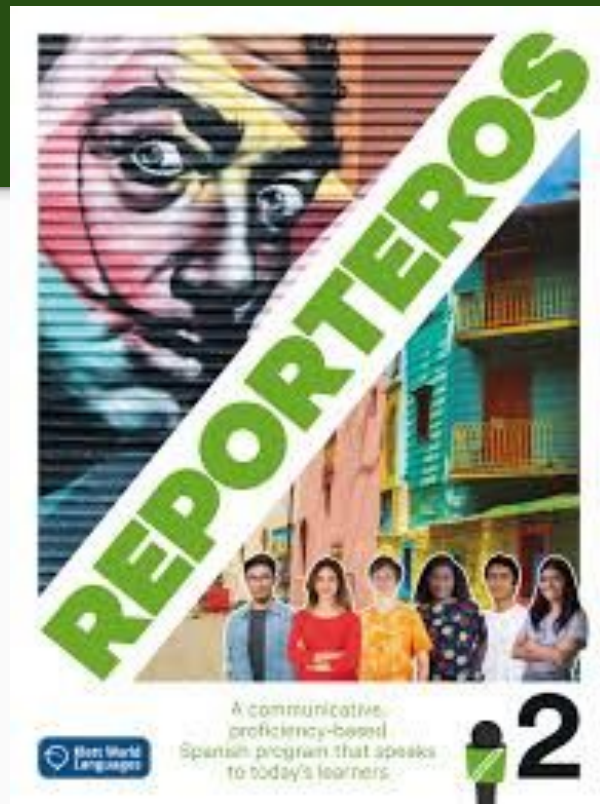
Spanish 2 (BOE)

Elizabeth Ward-Toller, NHS



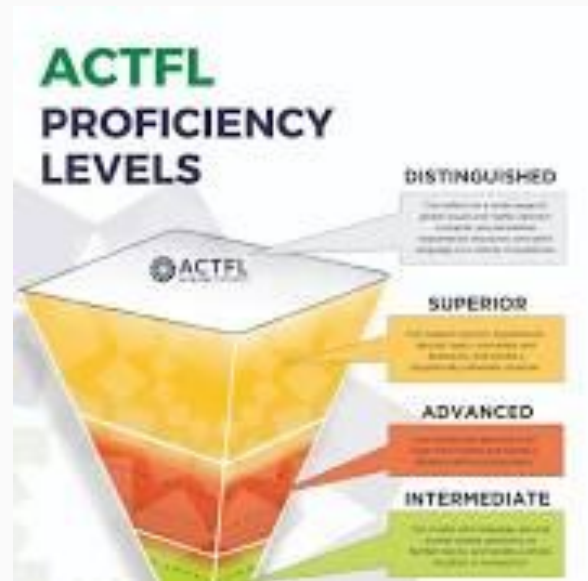
Big picture curriculum changes

- Conceptual lens for each unit is communication
- Projects are personalized
 - AI avoidant
 - PoG opportunities for growth and reflection.
- Each unit has listening/reading in context as the summative assessment



curriculum changes (cont.)

- Focus on proficiency over perfection
- Focus on authentic real contextualized use of language everyday instead of snippets of grammar and vocabulary as individual ideas.
- Note: need time, patience.



Unidad preliminar

¡Hola de nuevo!

Concepts: identity, leisure, relationships, lifestyle, emotions, national pride, language systems, audience, fluency, comprehension, self-expression

Conjugate Present-Tense Verbs: Regular, reflexive, stem-changing, and key irregulars (*hay, ser, estar, tener, gustar*).

Apply Grammar Rules: Noun-adjective agreement, indefinite articles, possessive adjectives, and numbers 1–51.

Use Target Vocabulary: Classroom items, professions, nationalities, hobbies, clothing, colors, daily routines, family, emotions, and transition words.

Activities/assessments:

- Listening ropa + la clase
- presentational



¿Qué hacen las personas? (Sí, es IA).



Unit 1:

Vivir en la Ciudad

Concepts: community, stewardship, coexistence,
neighborhood, language systems, audience,
fluency, comprehension, self-expression

By the end of this unit, students will be able to:

- **Conjugate Present-Tense Verbs:** Form irregular present-tense verbs, including *ser* and *estar*.
- **Extra grammar points:** Hay que, es obligatorio, etc. / planes
- **Use Target Vocabulary:** Places in a city, modes of transportation, and concepts of being a good neighbor.
- **Explore Spanish Culture:** Identify and share key cultural information about Spain.

Activities/assessments:

- Reading vocab in context + listening
- Video visits in Spain. El Prado, Reina Sofia.
- Summative: mi ciudad ideal + writing



Unit 2:

De Viaje Por Argentina

Concepts: tourism, recollections, culture, surroundings, language systems, audience, fluency, comprehension, self-expression.

By the end of this unit, students will be able to:

- **Conjugate & Apply Verbs:** Distinguish between *saber* and *conocer* in context, and use the preterite tense to narrate past actions.
- **Master Grammar Structures:** Construct relative and absolute superlatives to describe extremes.
- **Explore Argentinian Culture:** Identify geographical regions and cultural aspects of Argentina.
- **Use Travel & Weather Vocabulary:** Discuss vacation plans, travel preferences, travel routes, tourist experiences, weather, geography, and the impact of travel.

Activities/assessments:

- Vacaciones de sueños speaking
- Una vacación con problemas escribir
- Video visits to Argentina
- *every chapter has reading/listening*



Unit 3:

Historia de Ayer y Hoy

concepts: memories, childhood, narration,
language systems, culture, comprehension

By the end of this unit, students will be able to:

- **Master Verb Tenses:** Conjugate the imperfect tense, apply irregular present-tense verbs, and navigate using the preterite and imperfect together in context.
- **Apply Advanced Grammar:** construct comparatives, use affirmative and negative words, and count into the thousands.
- **Explore Chilean Culture:** Share and discuss cultural and historical information about Chile
- **Use Vocabulary & Expressions:** Discuss games, toys, education, electronics, memories, life events, time expressions, and everyday conversational phrases.

Activities/assessments:

- Una conversación: la niñez
- Un personaje ficticia
- Una biografía + crédito extra



Unit 4:

¡Pura Vida!

concepts: advice, health, language systems,
culture, discourse

By the end of this unit, students will be able to:

- **Communicate About Health & Wellness:** Express emotions, discuss physical wellness and wellbeing.
- **Discuss Habits & Physical Activity:** Talk about sports, lifestyle routines, and the health benefits of staying active, give commands
- **Give Advice & Recommendations:** Offer guidance on well-being, healthy choices, and overall wellness.
- **Explore Costa Rican Culture:** Discuss cultural concepts like "*Pura Vida*" and how they shape daily lifestyle and health perspectives.

Activities/assessments:

- Talk about wellbeing and make posters
- Costa Rican video trips



Unit 5:

Un Futuro Prometedor

concepts: future, possibility, environment,
language systems, culture, communication

By the end of Unit 5, students will be able to:

- **Discuss Environmental Issues:** Talk about nature, environmental challenges, and taking action for positive change.
- **Navigate Dining & Food:** Use vocabulary related to restaurants, food options, and dining experiences.
- **Explore Careers & Professions:** Discuss various occupations, job duties, workplace qualifications, and requirements.
- **Describe Personal Qualities:** Express personality traits, personal strengths, and practical skills.
- **Incorporate Time Expressions:** Apply time expressions to sequence events and discuss professional or daily timelines.

Activities/assessments:

- Si le das...
- Undecided: Talk about what a city will look like in the future or construct an environmentally friendly home or a job interview



Unit 6:

El Gusto de Celebrar

concepts: gastronomy, celebrations, style,
language systems, culture, communication

By the end of this unit, students will be able to:

- **Master Verb Forms & Directives:** Issue affirmative and negative *usted(es)* commands, express conditionality using *si* clauses with commands, and describe habitual actions using *soler* and *ser*.
- **Apply Advanced Grammar:** Utilize the impersonal *se* for general statements or recipes, and seamlessly combine the preterite and imperfect to narrate past events and traditions.
- **Explore Social Habits & Culture:** Discuss social customs, describe celebrations and express personal opinions on them, and connect local legends to cultural traditions.
- **Discuss Culinary Concepts:** Talk about food choices, eating habits, typical regional dishes, ingredients, and step-by-step cooking instructions.

Activities/assessments: Undecided:

- Casting call for a cooking show speaking
- Celebrations comparison and explanation presentational speaking
- ¿Una fiesta?



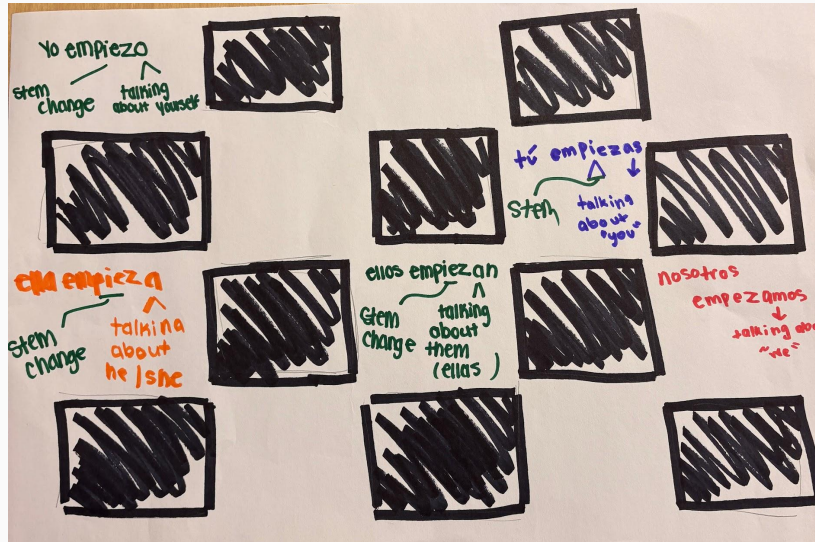
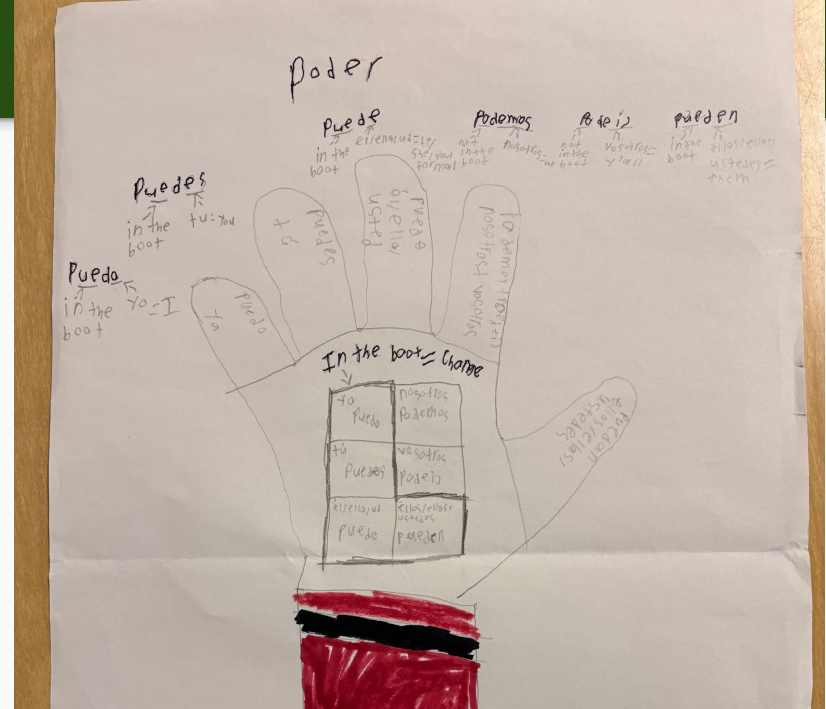
Curriculum Writing Self-Reflection Part 1

How has the curriculum improved from the original version to the this newly revised version?

- Quality over quantity of material covered, deeper understanding.
- Proficiency over perfection.
- Students are using the language everyday in context (listening, speaking.)
- Language and grammar are married in a lesson, not finite ideas to be put together later.
- Samples: I.e. bingo, Barbie clothes



Samples of working on verbs



Curriculum Writing Self-Reflection Part 2

Reflecting back on the process, what improvements to the curriculum do you look forward to implementing the most?

- Continuing to create new and authentic learning experiences.
- Continuing with upper levels of languages.



Thank you!

- Thank you Frank, Kim, BOE, Department, Leadership team
- Questions?



Medical Spanish updates



- WSCU credit bearing, all students have signed up to earn credit
- Wrapping up first unit and exam:
 - Examen descripción + (rúbrica) + Examen
- Student feedback after test.
- Next steps: Listening to patient description of why they are there; giving a physical exam.
- Questions?



American Government and Politics (Under Review/Revision)

Newtown High School / Grade 12 / Social Studies

11 Curriculum Developers | Last Updated: Wednesday, Sep 2, 2026 by Deeb, Amy

Unit Calendar by Year

Unit	Aug		Sep			Oct				Nov				Dec			Jan				Feb				Mar				Apr				May						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
<div>Draft</div> Unit 1: Founders Intent																																							
<div>Draft</div> Unit 2: People and Elections																																							
<div>Draft</div> Unit 3: Government and the People																																							
<div>Draft</div> Unit 4: The People and the Courts																																							

◀ 4 Units found ▶



Unit Plan

Unit 1: Founders Intent

Newtown High School / Grade 12 / Social Studies

Week 1 - Week 4 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

By examining the founding documents of the United States students will explore and analyze the intentions of the Founding Fathers in creating the new government. They will take on the persona of a Founder to better understand what their intentions were and then they will compare their understanding to modern day.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Conceptual Lens: Democracy

Concepts: Power, Conflict, Compromise, Democratic Governments, Intentions, Government, The People

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. New governments distribute power based on the intentions of the leaders of the time.
2. Democratic governments empower the people.
3. Separation of Powers relies on conflict and compromise within the government.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

1. New governments distribute power based on the intentions of the leaders of the time.
 1. Why did the Founding Fathers no longer want to live under British Rule? (F)
 2. How did the Founding Fathers remove the King's authority to rule them? (F)
 3. What motives to people have when they form governments?
 4. What were the Founding Fathers intentions for the new government? (C)
 5. Were the Founding Fathers justified in rebelling against British rule? (P)
 6. **Topics:** *Founding Fathers, Declaration of Independence, Limited Government, Consent of the Governed, Individual Rights, Rule of Law, Representative Government.*
2. Democratic governments are designed to empower the people.
 1. What is democracy vs representative democracy vs republic? (F)
 2. In what ways can people exert their power in the government? (C)
 3. How much power should the people have in a democratic government? (P)
 4. How is conflict and compromise necessary in the establishment of a government for the people? (C)

5. In what ways does the election process continue to work as the Founding Fathers intended? (F)
6. Do the people hold the power in the American democratic government? (P)
7. In what ways would you amend the *Constitution* to change the design and workings of the Electoral College? (P)
8. **Topics:** *Articles of Confederation, Constitution, Democracy, Republic, Electoral College*
3. Separation of Powers creates conflict and compromise within the government.
 1. What are the 3 branches of government? (F)
 2. How did the Founders distribute the power to the three branches of government? (F)
 3. What is federalism? (F)
 4. In what ways do the Federal and State governments share power within the constitutional structure? (C)
 5. In what ways does checks and balances create conflict and compromise between the branches? (C)
 6. Are the benefits of checks and balances worth the slow progress of government through the process of conflict and compromise? (P)
 7. **Topics:** *Federalists/Anti-Federalists, Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Separation of Powers, Compromise, Federalism, Bill of Rights, Amendment 10*

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Content Knowledge

Students will know:

- the intentions of the Founding Fathers in creating the government of the United States;
- the strength of the *Declaration of Independence*;
- the weaknesses of the *Articles of Confederation*;
- the compromises made to establish the *Constitution*;
- the structure of the *Constitution*, and
- the process of electing a president through the Electoral College.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Civic and Political Institutions

- ☒  CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
- ☒  CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- ☒  CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
- ☒  CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

The slideshow is designed to guide any new teacher through the content and formative and summative assessments for the unit,

Through the use of the Google slide presentation UNIT 1 [Founders' Intent](#) students will discuss, listen, watch, and analyze the founding of the nation while completing a(an):

- Reading of the *Declaration of Independence*
 - [Reading of Declaration of Independence](#)
- Analysis of the weaknesses of the *Articles of Confederation*
- Examination of the 3 branches of government and overall structure of the *Constitution*
 - Using the pocket *Constitution* and student notes from the textbook, as well as the slides, and
- Discussion of Federalism
 - Based on the textbook reading and slides.

The slides are a guide through the material and the Assessment Tasks. They can be used as they are or teachers can copy them and make them their own. Both formative and summative assessments are included in the slideshow.

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Shares ideas and information in a clear, organized, and honest manner

Critical Thinker

A critical thinker is a learner who analyzes and evaluates information to make connections and draw conclusions.

- ☒ Works independently

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Declaration of Independence, Articles of Confederation, Constitution, Founding Fathers, Limited Government, Federalists/Anti-Federalists, Federalism, Amendment 10, Compromise, Republic, Democratic government, Articles 1,2,3, Legislative, Executive, Judicial Branches, Checks and Balances, Electoral College

Resources

Teacher and student resources used to support the learning.

Textbooks:

Civics Today & Civics in America
Making Thinking Visible

Videos:

Linked in the Slideshow
Links available under attachments also

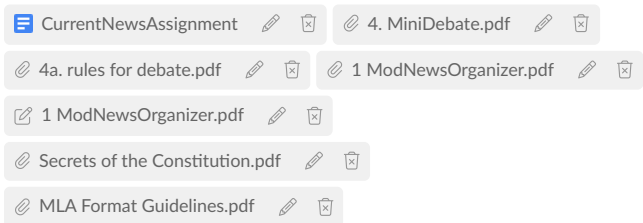
Optional Learning Activities:

Electoral College Debate: Students will use their learning from the class and additional research to construct arguments to present their claims about the Electoral College process and refute their opponents claims. This can be done as a mini-debate, whole class debate, or in some other form that works for the teacher.

Federalist vs Antifederalist Political Cartoon: Students will read about the beliefs of the Federalists and Antifederalists. Then, they will create a political cartoon representing one of the two groups. Their cartoon should include symbols, labels, and a caption, followed by a brief explanation using evidence from the article to show how it reflects that group's beliefs.

Secrets of the Constitution Reading Analysis: Students will read *Secrets of the Constitution* and analyze the key constitutional principles and compromises that shaped the U.S. government. They will evaluate how these principles continue to influence government today by connecting evidence from the article to modern examples and defending which constitutional principle they believe has the greatest impact on American democracy.

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

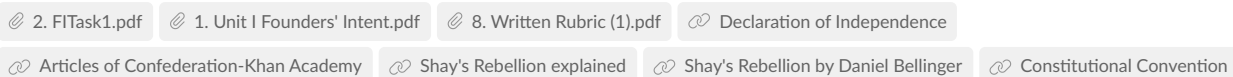


Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Task 1 Questions | Formative | Other written assessments

Task 1: Questions ask students to consider their learning and create 10 questions that will lead to the deeper discovery of the Influences on the Founding Fathers when they were creating the new government for America. Teachers can combine Tasks 1 & 2 if they deem it appropriate to the students in their room. (All videos in the [Unit 1 Founders Intent](#) are located as links below).



7 Standards Assessed

Task 2: Research and Works Consulted | Formative | Other written assessments

Task 2 has students do the research to answer the questions they posed in Task 1. They will fully develop answers through research while compiling a list of reliable sources. The research will answer the questions and help the students complete Tasks 3 & 4.



6 Standards Assessed

Task 3: Influences on the Founding Fathers | Summative | Visual Arts Project

Students will complete Task 3: Slideshow and tell a story of how the Founding Fathers were influenced into writing the *Constitution*. Using what they have learned and what they already know about our current government, Their slideshow will present information that people, including those in Congress, need to know and understand about what the Founding Fathers did and how the government was intended to work.



6 Standards Assessed

Task 4: Founders Intent Podcast | Summative | Other Visual Assessments

Students will complete Task 4 by creating a Podcast to show what they have learned about the intentions of the Founding Fathers in creating our government and, based on that learning, what advise they have for the current members of Congress. They can do a traditional podcast or they can make it a video. They should be creative and clear about what the Founding Fathers' intentions were and where the current government could learn from that knowledge.

 5. FITask 4 (1).pdf  4a. Podcast Rubric (1).pdf  American Government Founders' Intent Summative Assessment-modified.pdf

[7 Standards Assessed](#)

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Assessments are all completed task by task which allows students to work at their pace to complete each task.
 - Tasks can be modified such as [task 3-Create a Slideshow modified](#) and in some cases eliminated such as [Modified Summative Assessment](#)-Founding Fathers Podcast Congress Can you Hear me?
- [Modified News Assignment](#)

 TASK 3_ Create a Slideshow-modified.pdf  

 American Government Founders' Intent Summative Assessment-Congress Can you Hear me_ modified.pdf  

 1 ModNewsOrganizer.pdf  

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

There are some quizzes given but the main assessments are the projects listed above. Check quizzes along the way are at teacher discretion depending on the progress of the class. Prep for any such quizzes would be the slides and any work completed with the use of those slides.



Unit Plan

Unit 2: People and Elections

Newtown High School / Grade 12 / Social Studies

Week 5 - Week 10 | 11 Curriculum Developers | Last Updated: Sep 2, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will work through a series of tasks, within their chosen role (media, party, candidate, special interest group) for the election. Through these tasks and working with their Team they will build understand for how the election process works and the many different aspects that influence a Presidential Election. There are two different ways to complete this unit depending on time and students.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Interactions

Concepts: Systems, Beliefs, Perspectives, Interactions, Elections, Political Socialization, Political Campaigns

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. Political socialization influences people's beliefs, ideologies, perspectives, and participation in the election process.
2. People interact with the government through political campaigns.
3. Outside perspectives shape campaigns, candidates, and elections.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

1. Political socialization influences people's beliefs, ideologies, perspectives, and participation in the election process.
 1. What is political socialization? (F)
 2. What type of political participation do people perform? (F)
 3. Why is political participation important? (C)
 4. What is political ideology? (F)
 5. How does political ideology influence people's political participation? (C)
 6. From where does political ideology come? (C)
 7. **Topics:** Ideology, Conservative, Liberal, Socialization
2. People interact with the government through political campaigns.
 1. What is a party agenda? (F)
 2. How does a party agenda influence people to vote in a particular way? (C)
 3. How do you run a political campaign ? (C)
 4. How does the campaign influence voting outcomes? (C)
 5. In what other ways can people interact with the government and the elections? (C)
 6. Does a two party system hinder elections? (P)
 7. **Topics:** National Convention,Campaigning, Party Agenda, General Election
3. Outside perspectives shape campaigns, candidates, and elections.

1. What is the two party system? (F)
2. **Honors:** How do interest groups influence elections? (F)
3. **Honors:** What role does the media play in an election? (C)
4. What qualifies a candidate to run for federal elections? (F)
5. In what ways do political parties influence candidate stances on issues and therefore elections? (C)
6. What are primaries and caucuses? (F)
7. How do primaries and caucuses influence elections? (C)
8. What is gerrymandering? (F)
9. How does gerrymandering affect election outcomes? (F)
10. **Topics:** Democratic Party, Republican Party, Third Party, Gerrymandering, Caucus, Primary (Open and Closed), Party Platforms, Two Party System, Watchdog

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will know:

- how people are socialized toward particular political parties.
- how the election process works.
- how views of political parties are formed and shared.
- the qualifications of candidates for different offices
- the interactions of all stakeholders in the election process.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- ☒  INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

- the political ideological quiz at [isidewith.com](https://www.isidewith.com) and investigate their results to better understand with whom they matched and why. This will better help them understand the links between ideology and party and how issues influence party affiliation;
- an Examination of the effects of Gerrymandering through the use of [the unit slides](#) and the gerrymandering [videos](#) and "games" to better understand the use of gerrymandering and its influence on elections, and
- through the Tasks listed in the assessments students will participate in a Primary and General Election of the President of the United States. These tasks take them through the process of influences and interactions between the people and the government and how elections are conducted.

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations
- ☒ Shares ideas and information in a clear, organized, and honest manner
- ☒ Engages in perspective taking

Collaborator

A collaborator is a learner who works with others to achieve a common goal or complete a task. They emphasize teamwork, sharing ideas, and cooperating to reach the best possible result.

- ☒ Participates in sharing goals and responsibilities
- ☒ Values and understands all team members contributions, unique knowledge and skills
- ☒ Works with others to reach a consensus

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Ideology, Conservative, Liberal, Political Parties, Democratic Party, Republican Party, Gerrymandering, Watchdog, Caucus, Primary (Open and Closed), General Election, National Convention, Campaigning, Party Platforms/Agenda, Two Party System, Article II, Socialization, Third Party

Resources

Teacher and student resources used to support the learning.

Key websites/Resources:

<https://www.isidewith.com/>

[Pew Research Center Political Typology](#)

Republican National Committee: <https://www.gop.com/>

Democratic National Committee: <https://democrats.org/>

Civics Today and *Civics in America*

Blank/Create Your Own Electoral Map

<https://electoralvotemap.com/>

<https://www.270towin.com/>

Making Thinking Visible

Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Electoral College Game: See links.

Gerrymandering Activities: See links.

Cabinet Department Meeting:

The *Constitution* gives the President a narrow scope of power, but over time, the president's influence has grown. As the figurehead of the American government, the President can be a very effective messenger for your cause if you can get him to agree with you. Working with a partner we will spin the "Wheel of Names" to assign

you to a Cabinet Department. Through completing 3 News Assignments each (Tasks 1, 2, & 3), you will identify a pressing issue facing your department. After further researching the issue, your team will prepare an explanation of that issue, formulate a plan to solve the issue, and propose it at a Cabinet Department Meeting for input from other departments and approval by the President. All documents needed are attached.

CurrentNewsAssignment

MLA Format Guidelines.pdf

1 ModNewsOrganizer.pdf

Political Socialization Khan Academy

People and Elections.pdf

Gerrymandering

Gerrymandering Games

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Elections | Summative | Dramatization

Students will participate in a Primary and General Election to elect a President. They will go through the campaign process from the perspective of their chosen team (party, campaign, media, interest groups). Teachers can determine how to break up classes into parties and how to present the debates. there are handouts that can be used with lower level classes to give all students some experience in the elections. Attached below is all of the information and handouts to be modified as needed.

Unit 2: People and Elections

People and Elections.pdf

3. HonorsOverviewElections.pdf

4. Honors ElectionsTasksOverview.pdf

5. HonorsElectionsStudentChoices.pdf

1A. Work Day Instructions.pdf

4. Task 3CampaignTeam.pdf

2025Campaign Teams_Overview.pdf

2025Task0&1Campaign.pdf

1. 2025Parties_Overview.pdf

1A. WorkDaysGuide.pdf

2. 2025Task1PP.pdf

4. Task3GOTVAd.pdf

2025Task2Platform.pdf

H2025Task3&4Swing_States.pdf

1. 2025Media_OverviewPacket.pdf

2025Task 3_ Media Teams.pdf

2025Task_1_Media_Teams_Intro.pdf

2025Task2MediaHostCoverPrimaryDebate.pdf

Primary Debate Questions.pdf

Task3_Media_Team_Panel_Talk.pdf

Task4Media_Teams_General_Debate.pdf

2025IGTask2EndorsementEvent.pdf

2025Interest_Group_OverviewPacket.pdf

2025Task_1_Interest_Groups_Intro_and_Endorsement.pdf

2025Task3InterestGroupsDebate_Hosts.pdf

Candidate Endorsement Questionnaire.pdf

6 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Breakdown of role and assessment with specific due dates;
- Match students to the appropriate roles, and
- Use graphic organizers and models for speeches.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Teacher can create and administer content specific quizzes throughout the unit to check for general understanding.



Unit Plan

Unit 3: Government and the People

Newtown High School / Grade 12 / Social Studies

Week 11 - Week 16 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will participate in a series of Tasks which will take them through the workings of Congress. Through creating a bill and working to get it passed through committee and then on to the floor of Congress, they will gain an understanding of how legislation gets passed and what could delay or kill a bill completely.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Conflict, Cooperation, and Compromise

Concepts: Conflict, Cooperation, Perspectives, Beliefs, Compromise, Political Ideologies, Democratic Government

Generalizations

Critical conceptual relationships that students are expected to
UNDERSTAND *at the end of the unit.*

1. Political ideological differences produce conflict in the legislative process.
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
3. Conflict and compromise result in cooperation in the legislative process.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

1. Political ideological differences produce conflict in the legislative process.
 1. How are the parties ideologically different? (F)
 2. How does ideology produce conflict? (C)
 3. What is divided government? (F)
 4. What is unified government? (F)
 5. How is conflict different in divided government and unified government? (C)
Topics: *Divided Government, Unified Government, Article I, House of Representatives, Senate, Expressed Powers, Implied Powers*
2. Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.
 1. How do people inform the government of their beliefs and perspectives? (F)
 2. What makes a democratic government successful? (F, C)
 3. In what ways do committees and hearings contribute to successful governments? (C)
 4. How do successful democratic governments respond to the beliefs and perspectives of the people? (C)
 5. How much of the law making process is really about the people? (P)
 6. Do the people run the government? (P)

7. **Topics:** *Standing Committee, Joint Committee, Congressional hearing, Constituents, Conference Committee*
3. Conflict and compromise result in cooperation in the legislative process.
 1. What is the process of passing a bill through Congress? (F)
 2. In what ways do the parties cooperate and compromise to pass laws? (F)
 3. In what ways do the House and Senate cooperate and compromise to pass laws? (F)
 4. In what ways do legislators cast their vote to represent the people in passing laws? (F)
 5. Is cooperation always necessary? (C)
 6. Does government listen to the people? (P)
 7. What if compromise isn't achieved? (P)
 8. **Topics:** *Gridlock, Veto, Partisan, Trustee, Delegate, Politico, Bill, Law, Elastic Clause, Robert's Rules of Order, pocket veto, override*

Content Knowledge

*Critical facts and information that students are expected to **KNOW** at the end of the unit.*

Students will know:

- how legislation gets passed through Congress;
- how different congressional committees contribute to the law making process, and
- the voting options Congress and the President have in passing/not passing Bills.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 2: Civics

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- ☒  CIV 9–12.9 Use appropriate deliberative processes in multiple settings.

Processes, Rules, and Laws

- ☒  CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations

- a Pretest on Congress to assess their knowledge before we begin;
- a viewing of *School House Rock* "How a Bill Becomes a Law-I'm Just a Bill" to give them a simple version of the process from which we will expand their knowledge;
- a variety of formative and summative Tasks that will guide them through the process of understanding the constituents and creating appropriate legislation to satisfy those same constituents.

In addition students will review, with teacher guidance the slides for [Unit 3](#) that take them through content information that will aid them as they work with their party, their committee, and their home demographics.

 I'm Just a Bill  

Ethical and Compassionate Citizen

An ethical and compassionate citizen is a learner who stands up for what is right by showing empathy and concern for the well-being of others.

- ☒ Understands multiple perspectives

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Divided Government, Unified Government, Bill, Law, Standing Committee, Joint Committee, Congressional Hearing, Gridlock, Veto, Partisan, Trustee, Delegate, Constituents, Politico, Elastic Clause, Robert's Rules of Order, Party Alignment, Conference Committee, Expressed Powers, Implied Powers, Pocket veto, Override

Resources

Teacher and student resources used to support the learning.

Key Websites and links:

[Congress Website](#)
[House of Representatives Website](#)
[Library of Congress Website](#)
[School House Rock's I'm Just a Bill](#)

Civics Today and Civics in America
Making Thinking Visible

Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Optional Assessments:

Task 5: Letter Home: Students will write a letter to their constituents explaining how they represented them in the congressional session. They will explain the strategies and procedure they used to maximize the intended consequences and minimize the unintended consequences.

 CurrentNewsAssignment  

 1. Leg Branch2026.pptx  

 8. Task5 OPLetter Home to Constituents.pdf  

 1 ModNewsOrganizer.pdf  

 MLA Format Guidelines.pdf  

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Task 0 Business Card | Formative | Visual Arts Project

Students will select their congressperson and conduct research so they can "act" as this person would. They will create a business card to post to the map to show who they are representing.

Teachers can hang a map in the hallway and get blue and red yarn. Have students post their business card to the map with the appropriate string for easy access to who is in and to what party they belong.

📎 3. Task0 BusinessCard.pdf

No Standards Assessed

Task 1 Constituent Research | Summative | Other Visual Assessments

Students will complete Task 1 as they identify the district or state they are representing and investigate the issues of concern for that area. They will produce a slideshow to introduce themselves and their constituents to the class.

📎 8. Task5 OPLetter Home to Constituents (2).pdf

📎 Letter Home to Constituents-modified.pdf

3 Standards Assessed

Task 2: Bill Writing | Summative | Other written assessments

Students will use their Constituent Research to write a Bill to present to Congress. After understanding a bit about the person and the state and district they are from, students will choose an issue that needs to be addressed for the constituents of that district. Using the issue they will research and create a bill that they can then pose to Congress.

📎 5. MODTask2 BillInstructions.pdf

📎 5a. HandoutBBillSample.pdf

📎 5a. bill Template.pdf

📎 Mock Congress_ My Bill Discussion Organizer.pdf

4 Standards Assessed

Task 3 Committee Work | Formative | Other oral assessments

Each student will be assigned to a Standing Committee in the House of Representatives. Students will work within their committees to discuss and debate their proposed legislation. As a group they will look at the language and the purpose of the legislation, while assessing the intended and unintended consequences. This gives them an opportunity to improve their bill before it gets sent to the full House for presentation, discussion and debate.

📎 6. Task3Members Checklist .pdf

📎 6. Task3Chairs Checklist.pdf

📎 6a. Chair Responsibilities.pdf

5 Standards Assessed

Task 4: Speech to Congress | Summative | Other oral assessments

Other oral assessments

Students will present a Speech to Congress explaining the purpose and outcomes of their bill. They will work to persuade their fellow legislatures to make the decision to pass their bill for the good of the American people.

📎 7a. House Floor Debate Instructions.pdf

📎 Task 4_ How to Vote on a Bill in the House-modified.pdf

4 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Models for Task 1 Constituent Research and Task 2 Bill Writing.
- Graphic Organizer for [Task 2 Bill Writing-modified](#)
- How to [write a Bill modified](#)
- [How to Vote on a Bill-modified](#)
- Graphic Organizer for [Task 4 Speech to Congress-](#)
- Task 5 [Letter Home to Constituents-modified](#)
- Project broken down into pieces with specific due dates.
- [Modified Government News assignment](#)

📎 5a. bill Template.pdf



📎 5a. HandoutBBillSample.pdf



📎 5. MODTask2 BillInstructions (1).pdf



 Letter Home to Constituents-modified.pdf  

 Mock Congress-modified.pdf  

 Task 4_ How to Vote on a Bill in the House-modified.pdf  

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Unit 4: The People and the Courts

Newtown High School / Grade 12 / Social Studies

Week 17 - Week 20 | 11 Curriculum Developers | Last Updated: Sep 1, 2026 by Deeb, Amy

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will participate in judicial proceedings throughout this unit. By presenting the cases to a jury or an appellate court they will be able to examine the workings of the court system. As they come to decisions on cases they can evaluate the "justness" of the legal decisions made in each case. They will also evaluate the impact of these court decisions on the freedoms and liberties of the people.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Justice

Concepts: Justice, Freedom, Rights, Responsibilities, Checks and Balances, Individual Liberties, Dual Court System, Independent Judiciary, Jurisdiction

Generalizations

*Critical conceptual relationships that students are expected to **UNDERSTAND** at the end of the unit.*

1. An independent judiciary establishes the guidelines to protect the people's rights and freedoms.
2. The responsibilities and jurisdiction of the Court system is communicated through government documents and court decisions
3. The checks and balances within the system ensure the courts provide justice to the people.
4. The dual court system works to define the rights and liberties of the people in an attempt to advance justice for all.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each question (F), (C) or (P).

1. An independent judiciary establishes the guidelines to protect the people's rights and freedoms.
 1. What is an independent judiciary? (F)
 2. What are the guidelines for the structure and function of the upper and lower courts? (F)
 3. How does the court system protect people's rights and freedoms? (C)
Topics: Dual Court system, State Courts, Federal Courts, Article III, upper and lower courts, independent judiciary
2. The responsibilities and jurisdiction of the Court system is communicated through government documents and court decisions
 1. What is jurisdiction? (F)
 2. What determines the type of jurisdiction a court has? (F)
 3. What responsibilities fall to the different courts? (F)
 4. In what ways does the Supreme Court exercise both original and appellate jurisdiction? (C)
 5. In what ways does a court's jurisdiction affect its power within the court system?
Topics: Supreme Court, Justices, Rule of 4, Writ of Certiorari, Jurisdiction (original, appellate, concurrent),

3. The checks and balances within the system ensures the courts provide justice to the people.
1. How do the legislative and executive branches check on the judicial branch? (F)
 2. How does the judicial branch check on the legislative and executive branches? (F)
 3. How does life tenure provide for checks and balances and promote the independence of the Supreme Court? (C)
 4. What is judicial review? (F)
 5. In what ways does the Supreme Court use its power and independence to provide justice to the people? (C)
- Topics:** Judicial Review, Marbury V Madison, Impeachment,
4. The dual court system works to define the rights and liberties of the people in an attempt to advance justice for all.
1. What is the Dual Court system? (F)
 2. What are the liberties of the people? (F)
 3. What is justice? (C)
 4. How is justice established by the courts? (C)
 5. In what ways does the court interpret the liberties of the people? (C)
 6. Do the courts advance justice for all? (P)
 7. Is there justice in the United States? (P)
- Topics:** Bill of Rights, Liberties, Holding, *Tinker V De Moines*, *New Jersey V TLO*, *Morse V Frederick*, *Hazelwood V Kuhlmeier*, *Obergefell V Hodges*, *Dobbs V Jackson Women's Health Organization*

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Students will know:

- the differences between State and Federal Courts;
- the jurisdiction of the different courts;
- liberties of the people as they are listed in the Bill of Rights, and
- facts, holding, and rationale of Court Cases.

Standards

The content standards that are taught and/or assessed in this unit.

CT: Social Studies (2015)

CT: HS: Civics and Government

Dimension 3: Evaluating Sources & Using Evidence

Civics and Government

- ☒  INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Dimension 4: Communicating Conclusions & Taking Informed Action

Civics and Government

- ☒  INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- ☒  INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Students will complete:

- A discussion of the courts through the *People and the Courts American Government* slideshow with videos supplemented below, to gain a better understanding of how the courts operate.

In addition, when available and time allows, teachers will invite the SRO into class to discuss how police officers handle individual liberties on the job.

 People_and_Courts_American_Government.pptx  

 Structure of the Court System  

 How Supreme Court Judges get appointed  

 Supreme Court of US- How it Works  

Portrait of the Newtown Graduate

Portrait of the Newtown Graduate

All Grades

Open and Respectful Communicator

An open and respectful communicator is a learner who engages in respectful exchange of information and ideas, whether verbal, non-verbal, written, or through the use of technology.

- ☒ Listens actively in conversations

Critical Thinker

A critical thinker is a learner who analyzes and evaluates information to make connections and draw conclusions.

- ☒ Considers and understands multiple perspectives

Collaborator

A collaborator is a learner who works with others to achieve a common goal or complete a task. They emphasize teamwork, sharing ideas, and cooperating to reach the best possible result.

- ☒ Values and understands all team members contributions, unique knowledge and skills
- ☒ Works with others to reach a consensus

Strategic Planner

A strategic planner is a learner who becomes more efficient by setting clear goals, managing time effectively, and approaching tasks with a thoughtful plan.

- ☒ Plans and prioritizes tasks effectively to meet deadlines

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

State Courts, Federal Courts, Jurisdiction (original, appellate, concurrent), judges, Article III, Judicial Review, Justices, Rule of 4, Supreme Court, Writ of Certiorari, Independent Judiciary, Marbury v Madison, Impeachment, Bill of Rights, Liberties, Holding, Tinker v De Moines, New Jersey v TLO, Morse v Frederick, Hazelwood V Kuhlmeier, Obergefell V Hodges, Dobbs V Jackson Women's Health Organization

Resources

Teacher and student resources used to support the learning.

Websites, textbooks, and links:

Court Cases: <https://www.oyez.org/>

Supreme Court: <https://www.supremecourt.gov/>

Civics Today and Civics in America

Making Thinking Visible

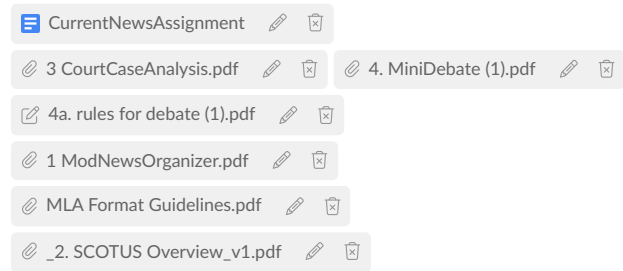
Optional Learning Activities:

Current News Assignment: To make the content "real" students will be reading and analyzing the news. They will link what they read in the news to what we are studying in class. They will complete the Current News Assignment (multiple levels of assignment linked) and be prepared to share in class. They will also need to complete properly formatted works cited entries for the news articles.

Court Case Analysis: Complete a research assignment of an historic/modern/important court case and exhibit their understanding of said case through the writing of a court case analysis

Mini Debate: In groups of 3 or 5 students will conduct research on a court case that they will then prepare to present to their small group. This can be done as discussion or full debate with a moderator in the group.

Students can either turn in their research, write a court Brief, or have the moderator score the debate. Teachers have many options with this.



Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

District, Appellate and/or Supreme Court Simulation | Summative | Dramatization

In this simulation Task 1 is the District Court level. Task 2 is the Appellate division and Task 3 is the Supreme Court. They share many similarities, so based on time available make decisions about with which level to work.

Working in 3 separate groups students will argue a case before either the District, Appellate, or Supreme Court. They will prepare case briefs and present to the assigned court. Students will also have the opportunity to sit as the jury for district courts or as the judges or Justices for the higher courts.

8 Standards Assessed



Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Guided selection of cases
- Breakdown of the court analysis
- Structured guided debate

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



CURRICULUM PRESENTATION

American Government

PRESENTED BY

Amy Deeb

Department Chair

CURRICULUM WRITERS

**Candace Dietter, Robert Pattison,
Louis Santoli**

Newtown High School Social Studies Dept.

CURRICULUM UPDATE

What's Changed?



1

Curriculum

Better aligned curriculum document

2

Generalizations

Clarification of Generalizations

3

POG

Inclusion of POG

4

Assessments

Assessments with variety of roles

Understanding American Democracy

Purpose of the Unit

By examining the founding documents of the United States, students will explore and analyze the intentions of the Founding Fathers in creating the new government.

To deepen their understanding, students will:

- Take on the active persona of a Founder to better understand their original intentions and motivations.
- Analyze and compare these historical intentions to modern-day governance and society.

CONCEPTUAL LENS

Democracy

KEY CONCEPTS

Power

Conflict

Compromise

The People



UNIT 1 Founders' Intent

Generalizations

1

Distribution of Power

New governments distribute power based on the intentions of the leaders of the time.

2

Empowering the People

Democratic governments empower the people, establishing a foundational system where authority originates from the citizenry.

3

Conflict & Compromise

Separation of Powers relies on constant conflict and compromise within the government branches to maintain a healthy balance.

Core Learning Activities

1

Declaration of Independence

Reading and analysis of the foundational declaration.

[Watch Video Reading](#)

2

Articles of Confederation

Detailed analysis exploring the critical weaknesses of the nation's first governing constitution.

3

The US Constitution

Examination of the 3 branches and overall structure using pocket Constitutions, textbook notes, and slides.

4

Discussion: Federalism

Interactive group discussion and conceptual analysis based on textbook readings and unit slides.

UNIT 1 Founders' Intent

Unit Assessments

1

Questions

Formative | Written

Create 10 questions leading to deeper discovery of influences on the Founding Fathers.

2

Research

Formative | Written

Conduct research to answer questions while compiling a list of reliable sources.

3

Influences

Summative | Visual

Create a slideshow telling the story of how the Founders were influenced into writing the Constitution.

4

Podcast

Summative | Audio

Create a podcast showing what you learned and offer advice to current members of Congress.

Highlight: Podcast



1

Assessment

Successfully launched last year as a new way to evaluate learning.



2

Collaboration

Designed as a group project to encourage team dynamics and collective effort.



3

Flexible Roles

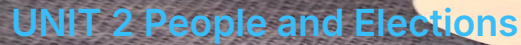
Allowed all students to choose and take on roles where they felt most comfortable.



4

Submissions

Resulted in highly successful and outstanding student audio submissions.



UNIT 2 People and Elections



Presidential Elections

Purpose of the Unit

Students will work through a series of tasks, within their chosen role (media, party, candidate, special interest group) for the election.

Through these tasks and working with their Team they will build understand for how the election process works and the many different aspects that influence a Presidential Election.

CONCEPTUAL LENS

Interactions

KEY CONCEPTS

Systems, Beliefs, Perspectives,
Interactions, Elections,
Socialization and Campaigns

UNIT 2 People and Elections

Generalizations

1

Political Socialization

Political socialization influences people's beliefs, ideologies, perspectives, and participation in the election process.

2

Campaign Interactions

People interact with the government through [political campaigns](#).

3

Outside Perspectives

Outside perspectives shape campaigns, candidates, and elections.

Core Learning Activities

1

Ideology Quiz

Investigate political values by taking the quiz to understand links between ideology, issues, and party affiliation.

2

Gerrymandering

Examine the effects of district drawing on election outcomes through interactive slides, video clips, and math-based games.

3

Election Simulation

Participate in a hands-on Presidential Primary and General Election to analyze interactions between voters and campaigns.

UNIT 2 People and Elections

Unit Assessment

Election Simulation

Students participate in a Primary and General Election to elect a President.

They will navigate the campaign process firsthand through formative and summative assessments in each category

1

Political Parties

Formulate platforms, nominate candidates, and rally voters to win the presidency.

2

Campaign Staff

Manage strategy, coordinate advertising, and direct public relations campaigns.

3

Media Outlets

Report campaign news, host candidate debates, and analyze polling trends.

4

Interest Groups

Advocate for specific issues, raise campaign funds, and influence public policy.

Highlight: Election Project



High Anticipation

A very anticipated project by those entering the class [cite: 11].



Student Agency

Independent work where students shine in their role [cite: 11].



Active Showcase

Debate/Town Hall showcase learning through simulation [cite: 11].

UNIT 3 Government and the People

Workings of Congress

Purpose of the Unit

Students will participate in a series of Tasks which will take them through the workings of Congress.

Through creating a bill and working to get it passed through committee and then on to the floor of Congress, they will gain an understanding of how legislation gets passed and what could delay or kill a bill completely.

CONCEPTUAL LENS

**Conflict, Cooperation, &
Compromise**

KEY CONCEPTS

**Conflict, Cooperation,
Perspectives, Beliefs,
Compromise, Political Ideologies,
& Democratic Government**

UNIT 3 Government and the People

Generalizations

1

Political Ideology

Political ideological differences produce conflict in the legislative process.

2

Beliefs and perspectives

Successful democratic governments respond to the varied beliefs and perspectives of the people through cooperation and compromise.

3

Conflict and Compromise

Conflict and compromise result in cooperation in the legislative process.

UNIT 3 Government and the People

Core Learning Activities



1

Pretest on Congress

Assess baseline knowledge before the unit begins.

2

School House Rock

View "How a Bill Becomes a Law" to build a simple, foundational model of the legislative process.

3

Formative Tasks

Research constituents and draft appropriate legislation to address real-world needs.

UNIT 3 Government and the People

Unit Assessments

0

Business Card

Formative

Select a congressperson and research their background. Create a business card to place on the classroom map.

1

Constituent Research

Summative

Identify your district or state and investigate key concerns. Produce an introductory slideshow.

2

Bill Writing

Summative

Use constituent research to draft a legislative bill addressing a critical district issue to present to Congress.

3

Committee Work

Formative

Debate and discuss proposed legislation within Standing Committees to refine language and assess impact.

4

Speech & Vote

Summative

Deliver a persuasive speech to Congress. Hold a vote on the bill, recording the decisions of fellow legislators.

UNIT 3 Government and the People

Highlight: Mock Congress

1

Business Card

Starts the unit off and showcases who is involved in the mock legislative process.

2

Committee Work

The stage where students actively persuade others and defend their work to their "colleagues."

UNIT 4 People and the Courts

The Court System

Purpose of the Unit

Participate in judicial proceedings throughout this unit. Students will examine the workings of the court system.

As they come to decisions, they will evaluate the "**justness**" of the legal decisions made in each case.

Evaluate the impact of these court decisions on the **freedoms and liberties** of the people.

CONCEPTUAL LENS

Justice

KEY CONCEPTS

- Justice • Freedom • Rights • Responsibilities
- Checks & Balances • Individual Liberties
- Dual Court System • Independent Judiciary • Jurisdiction

UNIT 4 People and the Courts

Generalizations

1

Independent Judiciary

An independent judiciary establishes the guidelines to protect the people's rights and freedoms.

2

Jurisdiction

The responsibilities and jurisdiction of the Court system is communicated through government documents and court decisions.

3

Checks and Balances

The checks and balances within the system ensures the courts provide justice to the people.

4

Dual Courts

The dual court system works to define the rights and liberties of the people in an attempt to advance justice for all.

UNIT 4 People and the Courts

Core Learning Activities

1

Slideshow

This video-inclusive presentation is designed to help students gain a deeper, multi-dimensional understanding of how the court system operates on a daily basis.

2

Court Case Analysis

Complete a research assignment of an historic/modern/important court case and exhibit their understanding of said case through the writing of a court case analysis

3

Mini Debate

In groups of 3 or 5 students will conduct research on a court case that they will then prepare to present to their small group. This can be done as discussion or full debate with a moderator in the group.

UNIT 4 People and the Courts

District, Appellate & Supreme Courts

Students prepare case briefs and present to assigned courts, serving as juries, judges, or Justices.

1

District Court

Formative

Prepare case briefs, present arguments, and sit as a jury for district court proceedings.

2

Appellate Division

Summative

Argue cases on appeal and step into the role of appellate judges to rule on legal merits.

3

Supreme Court

Summative

Analyze precedent, debate critical constitutional questions, and serve as Supreme Court justices.

UNIT 4 People and the Courts

Highlight: Supreme Court



1

Active Engagement

All cases are structured to be exceptionally fun, memorable, and deeply informative for participating students.

2

Talent Showcase

Arguments before the Supreme Court and precise questioning of Attorneys allow students to confidently showcase their diverse talents.

Conclusion

Things We're Excited For!

Overall, we are excited about how hands-on the units are, empowering students to become active citizens who know their voice matters.



01

Hands-On Units

Interactive unit structures that give students active, practical roles in learning about civic institutions.



02

Project-Based Learning

Collaborative projects where students engage deeply with concepts and demonstrate authentic understanding.



03

Real-World Scenarios

Realistic court cases and civic simulations that prepare students to be informed, active United States citizens.



04

Built-In Differentiation

Seamless differentiation between Honors and CP levels tailored to diverse student needs.



05

Government News

Empowers student voice and choice to select and discuss current civic topics in class.