

## **Policy Committee Meeting**

Wednesday, September 24, 2025 6:00 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT  
06010

1. **Call to Order and Pledge of Allegiance**
2. **Approval of Minutes**
3. **Public Comment**
4. **Discussion/Revision – Policy and Regulation  
1324: Fundraising**
5. **Discussion/Revision - Policy 6141.52:  
Challenging Curriculum**
6. **Discussion/Revision - Policy 6172.1: Gifted and  
Talented Students**
7. **Discussion/Revision – Policy 6140: Curriculum  
Design/Development/Revision**
8. **Adjournment**

## Fundraiser Policy 1324, Regulation 8 Revision

### **Current Language:**

“8. Fund-raising activities will not be allowed to purchase uniforms, athletic equipment or personal use items such as jackets. Neither will fund-raisers be allowed to send teams or individual athletes to "camps". Coaches will not be permitted to arrange for student purchases of any items of personal apparel denoting their school team, or other like designations. Such items may be purchased by all students at the school store.”

### **Revised Language:**

“8. Fund-raising activities will not be allowed to purchase uniforms, athletic equipment or personal use items such as jackets. Neither will fund-raisers be allowed to send teams or individual athletes to "camps". Coaches will not be permitted to arrange for student purchases of any items of personal apparel denoting their school team, or other like designations. Such items may be purchased by all students at the school store.

- In the event that the fiscal school year budget does not allot for funds for uniform replacements, a coach is permitted, not required, to fundraise for their teams new uniforms following the guidelines outlined below:
  - Their team is due for uniform replacements following the Director of Athletics uniform replacement schedule
  - Their team orders the preapproved and quoted uniforms by the Director of Athletics
  - The team is not permitted to keep or buy-back the uniforms they fundraise for- the fundraised uniforms will remain with the school and as property of the Bristol Public Schools Athletic Department
  - The coach fills out the Fundraiser Approval Form and receives approval from the Director of Athletics and Superintendent of Schools
  - The coach engages in fundraising with the understanding that the next fiscal school years funds will prioritize A) replacing the teams uniforms who chose to not fundraise in the previous school year, and B) replacing the teams uniforms who are up on that fiscal school year's replacement schedule
  - The coach understands that the year their fundraising occurs is when their teams uniform replacement schedule countdown begins- once they receive the new uniforms, they will be placed back on the replacement schedule and follow the 5 year replacement cycle”

## PA 21-199 Section 5 – Challenging Curriculum Policy

*(Background information for Policy Review Committee)*

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**Section 5** of P.A. 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development,” requires each board of education to adopt a challenging curriculum policy by July 1, 2022, that aligns with State Department of Education (SDE) guidance.

The challenging curriculum policy shall include, but need not be limited to, the following:

1. Criteria for the identification of students in grades eight and nine who may be eligible to take or enroll in an advanced course or program; and
2. The requirement that these students have an academic plan.

An “**advanced course or program**” as defined in the legislation means an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive.

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

Furthermore, the academic plan must be aligned with the following:

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

The Act allows a student or his or her parent/guardian to decline to implement the academic plan’s provisions.

### **Policy Implications**

This section of the Act is closely aligned with the provisions of Section 3 of P.A. 21-199. Section 3 of this legislation requires boards of education to adopt a policy or revise an existing one, also not later than July 1, 2022, concerning the eligibility criteria for student enrollment in an advanced course or program. The policy, according to the legislation, shall provide for multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including, but not limited to, recommendations from teachers, administrators, school counselors or other school personnel.

As used in section 3 of the Act, effective July 1, 2021, “advanced course or program” means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive. The definition is the same for Section 5.

## **PA 21-199 Section 5 – Challenging Curriculum Policy**

*(Background information for Policy Review Committee)*

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*(continued)*

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Any policy adopted or revised and implemented under section 5 of P.L. 21-199, similar to section 3, is required to be in accordance with guidance provided by the State Department of Education (SDE).

A new policy, #6141.51, “Advanced Courses or Programs-Eligibility Criteria for Enrollment,” has been developed regarding the requirements of section 3 of this legislation. That policy becomes a new mandated policy beginning with the 2022-2023 school year. That policy refers to enrollment criteria for advanced courses or programs offered by a school district in grades 9 through 12.

Section 5 of the Act speaks to criteria for the identification of students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. A new “challenging curriculum policy” has been developed, and follows for your consideration.

Policy #6141.52 is a mandated policy beginning with the 2022-2023 school year.

**April 2022**

*A mandated policy beginning in the 2022-2023 school year to consider.*

## **Instruction**

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

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

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

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

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

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

District middle schools will offer advanced academic classes in the four content areas of language arts, mathematics, social studies and science.

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

## **Criteria**

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

## **Instruction**

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

#### **Criteria (continued)**

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

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

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

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

#### **Identification Process**

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

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

The identification process shall include the following:

- Identification of students with:
  - Superior cognitive ability;

- Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “B” or higher in the core content areas);
- Creative thinking ability; and
- Giftedness.

## **Instruction**

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

#### **Identification Process (continued)**

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

#### **Academic Plan**

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

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

The academic plan must be aligned with the following:

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

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

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

## **Instruction**

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

#### **Academic Plan** (continued)

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

(cf. 6141.4 – Independent Study)

(cf. 6141.5 – Advanced College Placement)

(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)

(cf. 6172.1 – Gifted and Talented Students)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:  
cps 4/22

**PA 21-199 Section 2 – Gifted and Talented Students**  
*(Background information for Policy Review Committee)*

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P.A. 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, **Section 2**,” requires local and regional boards of education to develop a policy, not later than July 1, 2022, for the equitable identification of gifted and talented students. The legislation indicates that such policy shall require the use of multiple methods of identification of gifted and talented students that are in compliance with guidance provided by the State Department of Education (SDE).

**Policy Implications**

This section of the Act impacts policy #6172.1, “Gifted and Talented Programs,” and makes it a mandated policy beginning with the 2022-2023 school year.

The SDE in March 2019 issued the guidance document, “Gifted and Talented Education: Guidance Regarding Identification and Service.” While this was done prior to the new legislation, it contains timely information which is included in this narrative.

The laws and regulations governing gifted and talented education are embedded within those that pertain to special education in Connecticut. It is important to note that gifted and talented education is not included in the federal Individuals with Disabilities Education Act (IDEA), which sets forth the federal requirements for special education. Only state laws and regulations apply to gifted and talented education, not the IDEA.

C.G.S. 10-76a (5) indicates that a student who has extraordinary learning ability or outstanding talent in the creative arts requires programs or services beyond the level of those ordinarily provided in regular school programs.

**Definition of Gifted and Talented**

C.G.S. 10-76a-2 offers the following three important definitions that serve as the foundation for the identification of students as gifted and/or talented:

**“Extraordinary learning ability”** means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

**“Gifted and talented”** means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

**“Outstanding talent in the creative arts”** means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

**PA 21-199 Section 2 – Gifted and Talented Students**  
*(Background information for Policy Review Committee)*

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These definitions can be synthesized into the following two broad descriptions of students who may be identified as gifted and/or talented:

1. those with extraordinary learning ability (commonly referred to as gifted); and/or
2. those with outstanding talent in the creative arts (commonly referred to as talented).

Extraordinary learning ability pertains to academic achievement and intellectual creativity. Outstanding talent in the creative arts pertains to achievement in music, the visual, or performing arts. Students in these classifications are collectively referred to as gifted and talented.

**Mandatory Referral, Identification, and Evaluation Services**

Subsection (b) of regulation 10-76d-1 states that “Each board of education shall be required to provide referral, identification and evaluation services only for gifted and talented children enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of such board of education.” Districts are mandated to have a process for the referral, identification, and evaluation of public school students enrolled in Grades K-12 as gifted and/or talented. The referral may come from any source including the teacher, administrator, parent, guardian, or child.

The Planning and Placement Team (PPT) is required to be used to evaluate and identify gifted and talented children. However, the composition of the PPT used for this purpose is different from the PPT composition for special education.

“For purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, the PPT means a group of certified or licensed professionals who represent each of the teaching, administrative and pupil personnel staffs, and who participate equally in the decision making process.” Note that the student’s parent or guardian is not a required member of the PPT assembled for the purpose of identifying gifted and talented students.

Districts are required to evaluate and identify gifted and talented students but there is flexibility in how this evaluation is conducted. State regulations indicate districts may use individual evaluations or group assessment and evaluations to identify gifted and talented children, provided that parental consent is acquired before a child is individually evaluated.

A district may conduct planning and placement team meetings on groups of children for whom evaluation and identification as gifted and talented are planned. Parents must be provided written notice that their child has been referred to the planning and placement team for consideration as a gifted and talented child. Written parental consent shall be secured before a child is individually evaluated for identification as gifted and talented.

The results of the planning and placement team meeting concerning a determination of the child’s identification as gifted or talented shall be provided to the parent in writing. If a parent disagrees with the results of the evaluation conducted by the district, the parent has a right to a hearing.

**PA 21-199 Section 2 – Gifted and Talented Students**  
*(Background information for Policy Review Committee)*

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**Group Assessments and Individual Evaluations**

In the case of a group assessment, a district may use an appropriate standardized test administered to all students in a particular grade. A district can use a locally normed cut score to identify students for consideration by a PPT for the gifted and talented classification.

In this approach, the district may convene a group PPT to review the cases of the students who meet or exceed the established cut score. The use of local norms over state/national norms has the advantage of potentially being more informative of a child's standing with respect to the general education program of a school. Objective measures such as these also allow for the possible identification of students as gifted and talented who are members of historically underrepresented populations.

When a child is individually referred for gifted and talented identification (e.g., by a teacher, administrator, parent, guardian, child), written consent from a parent or guardian is required before the evaluation and PPT can proceed. An individual referral has the advantage of allowing for the possible identification of students as gifted and talented in areas that are not typically addressed by large-scale standardized tests (e.g., social studies, a technical discipline, music, creative arts, performing arts).

**Role of Local Context in Identification**

After the PPT determination from an individual/group assessment the classification of a child as gifted or talented is dependent upon the local context because a PPT must inventory and evaluate a child's needs relative to what is available from the general education program in the child's school.

If a differentiated instruction need exists that exceeds the general education program, then the child has met the criteria for the gifted and talented classification. Since there are differences between general education programs in different schools, a child could be gifted and talented in one school but not gifted and talented in another. Similarly, if the PPT determines that a child has demonstrated or has potential for superior ability/achievement in music, the visual arts or the performing arts and, relative to the general program, the child has unmet educational needs, then the child should be classified as having outstanding talent in the creative arts. Students can be found to have outstanding talent in the creative arts in a single or in multiple modes/expressions of musical, visual, or performing arts. In the case of either the high ability student or the student with outstanding talent in the creative arts, need is operationally defined as whatever is required in order for the student to realize his/her intellectual, creative or specific academic potential.

Connecticut regulations state that "A board of education may identify up to ten per cent of its total student population for the district as gifted and talented." This ten percent criterion is evaluated against the total student population of the district.

**PA 21-199 Section 2 – Gifted and Talented Students**  
*(Background information for Policy Review Committee)*

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**Provision of Services**

While the gifted and talented identification and evaluation of students is mandatory, the provision of services for identified students is not required and is left to the discretion of the district. A student may be identified as gifted and talented and as a student with disability who is eligible for special education and related services. In that case, the student would be entitled to an Individualized Education Program (IEP) pursuant to state and federal law but is not entitled to receive gifted and talented services.

**Other Considerations**

Although the percentage of students identified and/or served in gifted and talented education programs does not currently reflect the general school population, gifted and talented youth exist in all cultural and economic groups. When appropriate identification protocols are employed along with programming models that cultivate potential, more students from historically underrepresented groups can be identified, resulting in a more equitable process reflective of the national student population. Some students, despite substantial potential, have had few opportunities to develop their talents. Other students have been under challenged with unmet learning needs.

Policy #6172.1, “Gifted and Talented Programs,” a mandated policy beginning with the 2022-2023 school year, has been revised and follows for your consideration.

**April 2022**

*A mandated policy (as of July 1, 2022) to consider.*

## **Instruction**

### **Gifted and Talented Students Program (Version #1)**

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services]. *(Districts are required to identify but provision of services is at the discretion of the local district.)* The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The school district shall provide educational programs for the gifted and talented, within budgetary constraints, that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest. *(optional language)*

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

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

## **Instruction**

### **Gifted and Talented Students Program (Version #1) (continued)**

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

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

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes  
10-76a-(e) Definitions.  
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.  
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.  
P.A. 19-184 An Act Concerning the Provision of Special Education.  
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.  
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:  
rev 6/17  
rev 7/19  
rev 4/22

*A mandated policy (as of July 1, 2022) to consider.*

## **Instruction**

### **Gifted and Talented Students Program (Version #2)**

The \_\_\_\_\_ Public Schools are committed to recognizing and promoting the individual strengths, gifts, and talents of all children.

The \_\_\_\_\_ Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary ability academically, creatively and artistically.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

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

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

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

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

## **Instruction**

### **Gifted and Talented Students Program (Version #2) (continued)**

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

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

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

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

Policy adopted:

rev 6/17  
rev 7/19  
rev 4/22

## **Instruction**

### **Curriculum Design/Development/Revision**

Continuous work is required to maintain up-to-date and effective curriculum in a constantly changing world. The Board shall entrust to the Superintendent the primary responsibility for development of district curriculum.

The Board of Education shall establish a school district curriculum committee. This subcommittee of the Board of Education, called the Student Achievement Committee, will review and approve all curriculum prior to referral to the full Board of Education for final approval.

Actual curriculum development planning shall be the responsibility of the Director of Teaching and Learning and the administrators responsible for the various curricular areas. The Director of Teaching and Learning and subject area supervisors shall organize curriculum committees, consisting of teachers and administrators, for development, review, and revision of district curricula. All teachers have professional obligations to the school program which include work on curriculum committees. The Board may also authorize approved curriculum work during the summer months.

All curricula shall be aligned with the Connecticut Curriculum Frameworks as adopted by the Connecticut State Board of Education.

All curriculum development and revision shall be in keeping with the Bristol Board of Education policies and state requirements and regulations. Curriculum development/revision shall be guided by:

1. The Connecticut Curriculum Frameworks and where such frameworks do not exist, by National standards;
2. Needs assessments and information concerning the education of district students;
3. Range of student abilities, aptitudes, and interests;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study;
7. Provisions of negotiated agreements.

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

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

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

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

[10-220\(e\)](#) re Establishment of a school district curriculum committee

**Policy Revised: April 5, 1995**

**Policy Revised: April 2, 2008**

**Policy Revised: February 3, 2010**

## **Regulation**

### **Instruction**

#### **Curriculum Design/Development/Revision**

Curriculum development and revision is an on-going process. The Board of Education delegates authority for curriculum design/development/revision to the administration. The Student Achievement subcommittee of the Board of Education will review and approve all curriculum prior to referral to the full Board of Education for final approval.

Whenever the Connecticut State Board of Education adopts new Connecticut Frameworks for a curriculum area, when a new course needs to be added, or a current curriculum needs to be

revised, the formal curriculum development/revision process shall be implemented and a new curriculum shall be produced. The formal curriculum development/revision process is:

1. A proposal is made to the Curriculum Planning Council by the appropriate curriculum supervisor and staff.
2. Upon approval of the proposal for a full curriculum revision or development of curriculum for a new course by the Curriculum Planning Council, a curriculum committee is formed, headed by the appropriate curriculum supervisor, with representation from the appropriate teaching and administrative staff. In cases of minor revisions to an existing curriculum, revisions will originate with the content teachers and content area supervisor.
3. Each written curriculum shall consist of the title of the curriculum area, the grades or course for which the curriculum is written, a program or course description, prerequisite courses for high school level curricula, the department philosophy and goals, the Connecticut standards from the Connecticut Framework for the specific curriculum area or the National standards if Connecticut standards do not exist, the Power Standards, Essential Questions and Big Ideas, learning objectives for students, and instructional strategies and assessments.
4. New or revised curriculum will be presented to the Student Achievement committee of the Board of Education for a first reading. After review and any needed revision, the Student Achievement Committee will send the new or revised curriculum to the full Board as a second reading and a decision item for vote by the Board of Education.

When curriculum is developed or revised, professional development seminars will be provided to the appropriate administrative and teaching staff.

**Regulation Adopted: February 3, 2010**