

Policy Committee Meeting

Wednesday, October 22, 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. **Brief check-in on Policy audit status and plan for the remaining mandates identified in the audit are listed below:**
5. **Discussion/Revision - Policy 5142.41 - Armed Security Guards**
6. **Discussion/revision-policy 6141.52 Challenging Curriculum**
7. **Discussion/revision-policy 6172.1 Gifted and Talented Students**
8. **Discussion/revision - Extra-Curricular and Co-Curricular Activities**

The minutes presented within this document summarize the discussion of the Policy Committee meeting. To view the meeting in its entirety and hear full reports, please click the following link:
<https://youtu.be/qYroJrxrSHA?si=pz18la9cxkbzJ-b5>



Policy Committee Meeting Minutes

August 27, 2025

A Bristol Board of Education Regular Policy Committee meeting was held on August 27, 2025, in the BoE Auditorium and via the Zoom Meeting Platform.

PRESENT: Chair Shelby Pons, Commissioners: Jill Fitzsimons-Bula, Maria Simmons, Lorianne Osenkowski

ALSO, PRESENT: Mary Hawk, Carly Fortin, Cera Orner (Virtual)

1. Call to Order/Pledge of Allegiance:

The meeting was called to order at 6:00 P.M.

2. Approval of Minutes: 05/28/25 – Policy Committee Meeting Minutes

The Policy Committee voted to approve the May 28, 2025, Policy Committee Meeting Minutes.

3. Public Comment:

There were no Public Comments to the Board.

4. Discussion/Revision – Policy 6146 – Graduation Requirements

Fortin explained that due to last year's budget reductions, there was a cut in physical education. Previously, school policy required two credits of physical education, but the state of Connecticut only mandates one credit. Fortin is currently revising the graduation requirements to align with the state's minimum requirement of one credit in physical education, while maintaining the overall requirement of twenty-five (25) formal credits for graduation.

Motion made by Jill Fitzsimons-Bula and seconded by Maria Simmons for the full board approval. Motions passed unanimously.

5. Discussion/Revision – Policy 6145.2 – Extra-Curricular and Co-curricular Activities

Orner presented Policy 6145.2 regarding academic eligibility for athletics. Based on the adjustment to the graduation requirement for PE and Wellness for juniors and seniors, the athletic academic eligibility policy would also need to be revised. Previously, the policy required juniors and seniors to be enrolled in 5.5 academic credits plus 0.5 credits of PE. Now, juniors and seniors would be required to be enrolled in 5 credits total.

Discussion/Revision – Policy 6145.2 – Extra-Curricular and Co-curricular Activities-Cont'd

Motion made by Jill Fitzsimons – Bula and seconded by Maria Simmons for the full board approval. Motions passed unanimously.

6. Discussion/Revision – Policy 6141.51 – Advanced Courses or Programs Eligibility Criteria for Enrollment

Hawk presented Policy 6141.51. Concerning the eligibility criteria for students enrolling advanced courses. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum. There has not been a policy in place for advance course or programs eligibility for criteria for enrollment, and it's a mandated policy.

Fortin makes a recommendation to change the language for producers/criteria/guiding principles to first sentence for the paragraph of “ The board is aware that minority students are chronically underrepresented in advanced level high school courses and programs of similar rigor. As well as the second sentence, “Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs.” Fortin makes sure to focus on the equity of students.

Motion made by Jill Fitzsimons – Bula and seconded by Maria Simmons for the full board approval. Motions passed unanimously.

7. Discussion/Revision - Policy 6141.52 - Challenging Curriculum Policy

Motion made by Jill Fitzsimons-Bula and seconded by Maria Simmons, to move the Policy 6141.52 – Challenging Curriculum Policy to next Policy Committee meeting. Motions passed unanimously.

8. Discussion/Revision - Policy 6172.1 - Gifted and Talented Students

Motion made by Jill Fitzsimons-Bula and seconded by Maria Simmons, to move the Policy 6172.1 – Gifted and Talented Students to next Policy Committee meeting. Motions passed unanimously.

9. Discussion/Revision - Policy and Regulation 1324 – Fundraising

The fundraiser policy currently does not address the situation of general budget funding not supporting uniform replacements. The revised language with fundraising stipulations surrounding the use of fundraising for uniform replacements would address the occurrence of the fiscal school year budget not supporting the replacements of uniforms and would apply only in situations when the general budget does not allot of funds to replace uniforms.

Discussion/Revision - Policy and Regulation 1324 – Fundraising- Cont'd

Motion made by Jill Fitzsimons- Bula and seconded by Maria Simmons to the move the Policy and Regulation 1324- Fundraising. Motions passed unanimously.

10. Adjournment

Commissioner Fitzsimmons-Bula adjourned the Policy Committee Meeting.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Shina Shoubate".

Recording Secretary
Bristol Board of Education

The minutes presented within this document summarize the discussion of the Policy Committee meeting. To view the meeting in its entirety and hear full reports, please click the following link:

https://zoom.us/rec/share/BT86JPZ-294pt3NllW9uWA8_ub9k6uVihGliQP2keoti8zVDnciqZ6JUgJecX2xA.CR6CVwgPSYIj-lxH

Passcode: ^?^gZ5#%



Policy Committee Meeting Minutes

September 24, 2025

A Bristol Board of Education Regular Policy Committee meeting was held on September 24, 2025, in the BoE Auditorium and via the Zoom meeting platform.

PRESENT: Chair Shelby Pons, Commissioners: Jill Fitzsimons-Bula, Maria Simmons, Lorianne Osenkowski, Kristen Giantonio

ALSO, PRESENT: Mary Hawk, Jodi Bond, Carly Fortin, and Cera Orner (Virtual)

1. Call to Order/Pledge of Allegiance:

The meeting was called to order at 6:03 P.M.

2. Approval of Minutes:

August 27, 2025 – Policy Committee Meeting Minutes

3. Public Comment:

Kristen Giantonio provided background on the need to implement Policy and Regulation 1324: Fundraising, in order to adopt the CABE policy for athletic fundraising without restrictions.

4. Discussion/Revision —Policy and Regulation 1324: Fundraising

Secretary Fitzsimons-Bula opened the discussion on Policy and Regulation 1324: Fundraising.

Deputy Hawk explained that the current Bristol Board of Education fundraising policy is complex and often limits schools' ability to support students. She recommended adopting the CABE model policy, which is clearer and more flexible. Director of Athletics Orner added that the CABE policy, particularly Line 8, allows fundraising for uniforms, equipment, and other personal athletic items in areas that are currently restricted.

Chair Pons clarified that the board's role is to adopt the policy, not the regulations. The superintendent and her team would manage the operational side, ensuring procedures are

Policy and Regulation 1324: Fundraising – cont’d

followed. Secretary Fitzsimons-Bula asked if the current policy was creating barriers for students, and Deputy Hawk confirmed it was, especially given current budget constraints.

Commissioner Simmons supported adopting the CAFE policy, noting that it would give schools more options to fundraise for needed athletic items when the budget doesn’t allow it. She said this flexibility would benefit students without limiting what fundraising can support. Chair Pons emphasized that all fundraisers would still require approval from the Director of Athletics and must follow the same process. She reassured the committee that the policy change simply allows more flexibility to fund items not included in the budget, while the regulations—handled by administration—will maintain oversight and consistency.

Motion made by Jill Fitzsimons-Bula and seconded by Maria Simmons, Shelby Pons and Lorianne Osenkowski for full board approval. Motion passed unanimously.

5. Discussion/Revision —Policy 6141.52: Challenging Curriculum

Commissioner Fitzsimons- Bula opens the discussion about Policy 6141.52.

Deputy Hawk discussed to the committee that the idea of 8th and 9th graders may be eligible to take or enroll advanced courses, programs, and requirements. Bristol Board of Education was providing action but did not adopt a policy in place for challenging curriculum.

Commissioner Fitzsimons asks Deputy Hawk that Bristol Board of Education has been offering challenging classes but has not been mandated for a policy. Deputy Hawk responses “Correct this was supposed to be adopted July of 2020”.

Commissioner Fitzsimons made a motion, but left it open for discussion. Fortin discussed that there is some language in the recommended policy that she finds a little problematic, and not in alignment with the language that was in the last Policy 6141.51. Fortin reads the recommended language from CAFE that seems much more restrictive and provides a couple of examples.

Fortin took the recommendations from CAFE and made some adjustments. Fortin’s first recommendation is replacing advanced academic classes in the four content areas of language arts, mathematics, social studies, and science. The change is to replace advanced academic classes with offering rigorous coursework, giving some flexibility when thinking about access to rigorous coursework across our middle school program.

The second recommendation by Fortin is that a paragraph in the CAFE model policy could be deleted to better match the language in Policy 6141. On the second page, under criteria, Fortin swapped the language in the CAFE model policy with the language in Policy 6141.51 to be consistent with the criteria. Fortin noted that multiple methods may be used to determine student eligibility for enrollment, including recommendations from teachers, administrators, counselors, other staff, and input from students and parents/guardians. Fortin also stated that the CAFE model policy had a second set of criteria, and suggested deleting it and instead including eligibility criteria that refers back to this policy.

Policy 6141.52: Challenging Curriculum-cont'd

Fortin's goal in reviewing the language of this policy is to align it with the policy the committee approved last month for the high school, and to carry that same approach through to the middle school

Motion made by Jill Fitzsimons- Bula to move the Challenging Curriculum Policy and Gifted and Talented Students to the next policy meeting, seconded by Maria Simmons and Lorianne Osenkowski. Motion passed unanimously.

6.Discussion/Revision —Policy 6172.1: Gifted and Talented Students

Motion made by Jill Fitzsimon-Bula motion to move the Challenging Curriculum Policy and Gifted and Talented Students to the next policy meeting and seconded by Maria Simmons and Lorianne Osenkowski. Motion passed unanimously.

7.Discussion/Revision —Policy 6140: Curriculum Design/Development/Revision

Fortin presents Policy 6140: Curriculum Design/Development/Revision to have minor revisions.

Fortin proposes a change to the second paragraph of Policy 6140 reading that the Student Achievement Committee, a subcommittee of the Board of Education, will review and approve all curriculum prior to referral to the full board for final approval.

Minor revisions to standards, learning targets, common learning experiences, and assessments are expected to be part of the educational process, on an annual basis.

Simmons questioned the limitation of reporting only once a year, while Fortin suggested that curriculum supervisors should meet at least once per trimester, keep records of suggested changes, report to the Student Achievement Committee, and then share those reports at the end of the school year — rather than limiting reporting to just annually.


Major curriculum revisions, including the introduction of a new course, the adoption of new Connecticut or national standards, or changes to more than half of the course content, will be reviewed first by the Student Achievement Committee, and then referred to the full board for approval.

Motion made by Jill Fitzsimons-Bulla and seconded by Maria Simmons and Jennifer Van Gorder for full board approval. Motion passed unanimously.

8. Adjournment:

Commissioner Fitzsimons-Bula adjourned the Policy Committee meeting at 7:01 p.m.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Shina Shabab".

Recording Secretary
Bristol Board of Education

**CABE's Policy Review of Bristol's Existing Policy Material
Series 3000 Business/Non-Instructional Operations**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Keys</i> | <i>Needs Modification</i> | <i>Dual Codify to Cover all Staff - Certified and Non-certified</i> | <i>Appropriate Adm. Regs.</i> | <i>Add &/or update Adm. Regs.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|--|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|-------------------------------|---------------------------------------|---|--------------------------|
| Concept and Roles in Business & Non-Instructional Operations | 3000 | 3000 | X | | | | | | | | | 7/6/94 |
| Budget Planning | 3110 | 3110 | | | | | | | | | | 7/6/94 |
| Local Government Involved in Budget Preparations | | 3121 | X | | | | | | | | | 6/6/18 |
| Transfer of Funds between Categories: | 3160 | 3160 | X | | | | | | | | | 10/6/21 |
| Amendments | | | | | | | | | | | | |
| Budget Administration | 3170 | 3170 | X | X | | | | | | | | 6/6/18 |
| Federal Funds | 3230 | 3230 | X | | | | | | | | | 7/6/94 |
| Medical Reimbursement for Special Education Students | 3231 | | | | X | X | | | X | | Update legal references for Medicaid. Review Medicaid Procedures. | 10/6/99 |
| Tuition Fees | 3240 | 3240 | | | | X | | | | | Recommend tuition fee language. | 12/7/22 |
| Materials/Services; Fees, Fines, Charges | 3250 | 3250 | X | X | | | | | | | Recommend more specific procedures. | 7/6/94 |
| Sales & Disposal of Books, Equipment & Supplies | 3260 | 3260 | | | | | X | | | | | 6/5/19 |
| Gifts, Grants and Bequests | 3280 | 3280 | X | | | | | | X | | Add statement on conflict of interest. | 7/6/94 |
| Purchasing Guides | 3310 | 3310 | | | | X | | | | | | 6/7/94 |
| Cooperative Purchasing | 3312 | 3312 | X | | | | | | | | | 7/6/94 |
| Relations with Vendors | 3313 | 3313 | X | X | | | | | | | | 7/6/94 |
| Purchasing Procedures | 3320 | 3320 | X | X | | | | | | | | 7/6/94 |
| Requesting Goods and Services (Requisitions) | 3321 | 3321 | X | X | | | | | | | | 7/6/94 |
| Contracts | 3324.1 | 3324.1 | | | | | | | X | | Included with #3321 | 7/6/94 |
| School Activity Fund | 3453 | 3453 | X | X | | | | | X | | | 10/3/23 |
| Operation and Maintenance of Plant/Grounds | 3510 | 3510 | X | X | | | | | | | | 7/11/18 |
| Energy Conservation | 3513.1 | 3511 | X | X | | | | | X | | | 4/7/10 |
| Community Use of School Facilities | 3515 | 3515 | X | | | X | | | | | | 4/7/10 |
| Accident Prevention & Reporting | 3516.3 | 3516.3 | X | X | | | | | | | | 7/11/18 |
| Sex Offender Notification | 3516.4 | 3516.4 | | | | X | X | | | X | Review policy based upon legal changes. | 5/5/99 |
| Sex Offenders on School Property | 3516.5 | 3516.5 | X | X | | | | | | | | 4/3/13 |
| Student Data Protection and Privacy/Cloud-Based Issues | 3520.13 | 3520.13 | X | X | | | | | X | | | 9/12/18 |
| Pesticide Application | 3524.1 | 3524.1 | X | X | | | | | X | | | 1/4/17= |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 3000 Business/Non-Instructional Operations**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Rcfs</i> | <i>Needs Modification</i> | <i>Dual Codify to Cover all Staff-Certified and Non-certified</i> | <i>Appropriate Adm. Reg.</i> | <i>Add &/or update Adm. Reg.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|---|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|------------------------------|--------------------------------------|--|--------------------------|
| Transportation | 3541 | 3541 | | | | X | | | | | Policy and regulation area the same. Separate. | 6/7/17 |
| Transportation Safety Complaints | 3541.5 | 3541.5 | X | | | | | | | | | 1/4/17 |
| Purpose and Facilities | 3542.1 | 3542.1 | X | X | | | | | | | | 3/7/12 |
| Food Service Personnel – Code of Conduct | 3542.22 | 3542.22 | X | X | | | | | X | | | 3/6/19 |
| Free or Reduced Price Lunches | 3542.31 | 3542.31 | | | | X | X | | | X | Review policy and regulation for statute changes. | 7/6/94 |
| Food Sales Other Than National School Lunch Program | 3542.33 | 3542.33 | | | | X | X | | | X | Out of date, review for legal changes. | 7/6/94 |
| Finance | 3542.42 | 3542.42 | X | X | | | | | | | | 7/6/94 |
| Mail and Delivery | 3543.13 | 3543.13 | X | | | | | | | | May want to consider specific regulation as procedures for use by mail facilities. | 7/6/94 |

Mandated Policies Lacking:

1. #3542.41 – Food Service Personnel Professional Standards
2. #3542.43 - Charging Policy Food Service

Recommended “Good Practice” Policies Lacking:

1. #3010 – Goals and Objectives
2. #3112 – Budget Calendar
3. #3232 – Individuals with Disabilities Act Fiscal Compliance
4. #3281 – School Fundraisers
5. #3323 – Soliciting Prices
6. #3324 – Ordering Goods and Services
7. #3326.3 – Board of Education Credit Card
8. #3410 – System of Accounts
9. #3431 – Treasurer’s Report
10. #3434 – Periodic Audit
11. #3451 – Petty Cash Funds
12. #3453 – Revolving Funds
13. #3453.1 – Unexpended Class Funds
14. #3514 – Equipment
15. #3516.1 – Buildings and Grounds Inspection and Reporting

**CABE's Policy Review of Bristol's Existing Policy Material
Series 3000 Business/Non-Instructional Operations**

Recommended "Good Practice" Policies Lacking: (continued)

16. #3517.2 – Vandalism
17. #3520.12 – Confidentiality of Student Records
18. #3523.3 – School Facilities – Playground Equipment
19. #3532.1 – Liability Insurance
20. #3532.3 – Responsibility for Loss/Damage of Personal Property on School Property
21. #3541.23 – Bus Contractor
22. #3541.312 – Daycare Center Transportation
23. #3541.313 – Video Cameras on School Transportation
24. #3541.35 – Bus Drivers Safety/Emergency Procedures
25. #3541.7 – Student Behavior

**CABE's Policy Review of Bristol's Existing Policy Material
Series 4000 Personnel**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Approved as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Certification</i> | <i>Add &/or Update Legal Regs</i> | <i>Needs Modification</i> | <i>Dual Comply to Cover all Staff - Certified and Non-certified</i> | <i>Approved Admin. Regs.</i> | <i>Add &/or update Admin. Regs.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|--|---------------------------|-------------------------------|----------------------------|------------------------------|-------------------------------|---------------------------------------|---------------------------|---|------------------------------|---|--|--------------------------|
| Concept and Roles in Personnel | 4000 | 4000 | X | | | X | | | | | | 7/6/94 |
| Title IX/Sexual Harassment of Employees | 4000.1 | 4000.1 | X | | | | | | | | Review to ensure 2020 grievance procedures and policy language compliant. | 7/8/20 |
| Recruitment and Selection | 4111 | 4111 | | | | | X | | | | Requires update to align with CSDE guidance. | 12/7/6 |
| Equal Employment Opportunity | 4111.1 | 4111.1 | X | X | | X | X | | X | | | 7/6/94 |
| Vacancies | 4111.2 | 4111.2 | | | | X | X | | | | | 10/6/99 |
| Health Examination | 4112.4 | 4112.4 | X | | | | | | X | | Confirm if practice continued. | 10/6/99 |
| Security/Credit Check | 4112.5 | 4112.5 | | X | | | | | | | Based on a CABE model which has been updated. | 8/17/16 |
| Reference Checks | 4112.51 | 4112.51 | X | X | | | | | | | | 8/17/16 |
| Personnel Records | 4112.6 | 4112.6 | | | X | X | | | | | | 11/2/06 |
| Personnel Records | 4112.6 | 4112.6 | | | X | X | | | | | | 11/2/06 |
| Orientation | 4112.7 | 4112.7 | X | X | | | | | | | | 7/6/94 |
| Nepotism, Husband/Wife Employment | 4112.8 | 4112.8 | X | | | | X | | | | Should include civil unions. | 12/7/16 |
| Assignment | 4113 | | | | | | | | | | | |
| Load/Scheduling/Hours of Employment | 4113.1 | 4113.1 | | | | | | | | | Covered in Contracts | |
| Work Year | 4113.3 | 4113.3 | | | | | | | | | Covered in Contracts | |
| Transfer/Reassignment | 4114 | 4114 | | | | | | | | | Covered in Contracts | |
| Evaluation/Supervision | 4115 | 4115 | | | | X | X | | | | Needs update, laws have changed. | 7/6/94 |
| Evaluation Coaches | 4115.3 | 4115.3 | X | X | | X | | | | | See policy 4122 | 10/5/05 |
| Separation/Disciplinary Action | 4117 | 4117 | | | | | | | | | Covered in Contracts | |
| Retirement | 4117.1 | 4117.1 | | | | | | | | | Covered in Contracts | |
| Personnel Reduction | 4117.3 | 4117.3 | | | | | | | | | Covered in Contracts | |
| Dismissal/Suspension | 4117.4 | 4117.4 | | | | X | X | | | | Update, laws have changed. | 7/6/94 |
| Just Cause | 4117.41 | 4117.41 | | | | | | | | | Covered in Contracts | |
| Exit Interviews | 4117.6 | 4117.6 | X | X | | | | | | | | 4/3/24 |
| Nondiscrimination | 4118.11 | 4118.11 | | | | X | X | | | X | Review for current compliance. | 12/7/16 |
| Harassment | 4118.113 | 4118.113 | | | | X | X | | | | Review for current compliance. | 10/4/90 |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 4000 Personnel**

| Policy Topic Title | CABE Policy Number | District Policy Number | Appropriate as Written | Based on a CABE Model | Requires Codification | Add &/or Update Legal Reqs | Needs Modification | Dual Codify to Cover all Staff - Certified and Non-certified | Appropriate Adm. Reg. | Add &/or update Adm. Reg. | Comments | Date Last Adopted |
|---|--------------------|------------------------|------------------------|-----------------------|-----------------------|----------------------------|--------------------|--|-----------------------|---------------------------|--|-------------------|
| Drug-Free Workplace | 4118.232 | 4118.231 | X | X | X | | | | | X | Policy is appropriate, regulation needs review, due to date of approval (7/6/94) | 12/1/21 |
| Acceptable Computer Network Use | 4118.5 | 4118.5 | X | X | | | | | | | | 4/14/21 |
| Social Networking | 4118.51 | 4118.51 | X | X | | | | | X | | | 3/6/13 |
| Use of New Web Tools (Blogging/Podcasting) | 4118.52 | 4118.52 | X | X | | | | | X | | | 4/14/21 |
| Substitute Teachers | 4121 | 4121 | X | X | | | | | | X | Review regulation due to date of approval (7/6/94) | 9/17/16 |
| Student Teachers/Internships | 4122 | 4122 | | | | X | | | | | Combine 4122 with 4115.2 | 12/2/98 |
| Staff Development | 4131 | 4131 | | | | X | X | | | | Requires update to comply with statutory changes. | 7/6/94 |
| Exchange Teaching; Exchange of Administrators/Supervisors | 4131.1 | | | | | | | | | | | |
| In-Service Education/Independent Study | 4131.3 | | | | | | | | | | Covered in Contracts | |
| Visitations; Conferences | 4131.4 | | | | | | | | | | Covered in Contracts | |
| Organizations/Units | 4135 | 4135 | | | | X | X | | | | Some changes required. | 7/6/94 |
| Agreement | 4135.1 | | | | | | | | | | Covered in Contracts | |
| Recognition | 4135.11 | | | | | | | | | | Covered in Contracts | |
| Personnel Covered | 4135.12 | | | | | | | | | | Covered in Contracts | |
| Board/School System Rights | 4135.13 | | | | | | | | | | Covered in Contracts | |
| Federation/ Association Rights | 4135.14 | | | | | | | | | | Covered in Contracts | |
| Savings Clause | 4135.15 | | | | | | | | | | Covered in Contracts | |
| Work Stoppages | 4135.16 | | | | | | | | | | Covered in Contracts | |
| Communications/Contacts | 4135.2 | | | | | | | | | | Covered in Contracts | |
| Negotiations/Consultation | 4135.3 | | | | | | | | | | Covered in Contracts | |
| Grievance/Complaints | 4135.4 | | | | | | | | | | Covered in Contracts | |
| Meetings | 4136 | | | | | | | | | | Covered in Contracts | |
| Non-School Employment | 4138 | 4138 | X | X | | | | | | | | 7/6/94 |
| Compensation and Related Benefits | 4140 | 4140 | X | | | | | | | | | 2/7/18 |
| Salary Checks and Deductions | 4142 | | | | | | | | | | Covered in Contracts | |
| Insurance/Health & Welfare Benefits | 4144 | | | | | | | | | | Covered in Contracts | |
| Retirement Compensation | 4145 | | | | | | | | | | Covered in Contracts | |
| Bloodborne Pathogens | 4147.1 | 4147.1 | X | X | | | | | | | | 7/6/94 |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 4000 Personnel**

| Policy Topic Title | CABE Policy Number | District Policy Number | Appropri-ate as Written | Based on a CABE Model | Requires Configu-ation | Add &/or Update Legal Refs | Needs Modifi-cation | Dual Com-pliance to Cover all Staff - Certified and Non-certified | Appropri-ate Adm. Reg. | Add &/or update Adm. Reg. | Comments | Date Last Adopted |
|---|--------------------|------------------------|-------------------------|-----------------------|------------------------|----------------------------|---------------------|---|------------------------|---------------------------|---|-------------------|
| Employee Protection | 4148 | 4148 | X | X | | X | | | | | Review for current compliance. | 7/6/94 |
| Personal Illness and Injury | 4151.1 | | | | | | | | | | | |
| Legal and Civic Duties | 4151.5 | | | | | | | | | | | |
| Emergency/Personal | 4151.7 | | | | | | | | | | | |
| Military | 4151.9 | | | | | | | | | | | |
| Long-Term Leaves | 4152 | | | | | | | | | | | |
| Sabbatical | 4152.1 | | | | | | | | | | | |
| Professional | 4152.2 | | | | | | | | | | | |
| Maternity; Adoptive; Child Care | 4152.3 | | | | | | | | | | | |
| Military Leave | 4152.4 | | | | | | | | | | | |
| Health and Hardship | 4152.5 | | | | | | | | | | | |
| Family and Medical Leave Act | 4152.6 | 4152.6 | | | | | X | | | | Table of Contents indicates this is covered in contract. Requires a policy for all staff. | |
| Vacations/Holidays | 4153 | | | | | | | | | | | |
| Equal Employment Opportunity | 4211.1 | 4211.1 | X | | | | | | X | | | 4/7/99 |
| Health Examinations | 4212.4 | 4212.4 | X | | | | | | | | | 10/9/99 |
| Evaluation/Supervision | 4215 | 4215 | X | | | | | | | | | 7/6/94 |
| Probationary/Continuing Contract Status | 4216 | | | | | | | | | | | |
| Seniority | 4216.1 | | | | | | | | | | | |
| Salary Guides | 4241 | | | | | | | | | | | |
| Salary Checks and Deductions | 4242 | | | | | | | | | | | |
| Overtime Pay | 4243 | | | | | | | | | | | |
| Insurance/Health and Welfare Benefits | 4244 | | | | | | | | | | | |
| Uniforms, Protective Clothing/Devices | 4246.4 | | | | | | | | | | | |
| Leaves and Vacations | 4250 | | | | | | | | | | | |
| Short-term Leaves | 4251 | | | | | | | | | | | |
| Personal Illness and Injury | 4251.1 | | | | | | | | | | | |
| Bereavement | 4251.3 | | | | | | | | | | | |
| Legal and Civic Duties | 4251.5 | | | | | | | | | | | |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 4000 Personnel**

| Policy Topic Title | CABE Policy Number | District Policy Number | Appropri-ate as Written | Based on a CABE Model | Requires Confi-guration | Add &/or Update Legal Reqs | Needs Modifi-cation | Dual Com-pliance to Cover all Staff - Certified and Non-certified | Appropri-ate Adm. Regs. | Add &/or update Adm. Regs. | Comments | Date Last Adopted |
|---------------------------------|--------------------|------------------------|-------------------------|-----------------------|-------------------------|----------------------------|----------------------|---|-------------------------|----------------------------|----------|-------------------|
| | | | | | | | | | | | | |
| Religious Observance | 4251.6 | | | | | | Covered in Contracts | | | | | |
| Military | 4251.9 | | | | | | Covered in Contracts | | | | | |
| Long-term Leaves | 4252 | | | | | | Covered in Contracts | | | | | |
| Maternity; Adoptive; Child Care | 4252.3 | | | | | | Covered in Contracts | | | | | |
| Military | 4252.4 | | | | | | Covered in Contracts | | | | | |
| Vacation/Holiday | 4253 | | | | | | Covered in Contracts | | | | | |

Mandated Policies Lacking:

1. #4113.12 – Minimum Duty Free Lunch Periods for Teachers and Other Certified Staff
2. #4212.42 – Drug and Alcohol Testing for Bus Drivers

Recommended "Good Practice" Policies Lacking:

1. #4118.24 – Staff/Student Relations
2. #4118.6 – Cellular Telephones
3. #4118.8 – Personal Network Device Policy
4. #4121.1 – Long-Term Substitute Teachers
5. #4126 – Consultants
6. #4133.1 – Use of Board of Education Vehicles or Privately Owned Vehicles
7. #4152.6 – Family and Medical Leave Act

**CABE's Policy Review of Bristol's Existing Policy Material
Series 5000 Students**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Refs</i> | <i>Needs Modification</i> | <i>Dual Comply to Cover all Staff - Certified and Non-certified</i> | <i>Appropriate Adm. Regs.</i> | <i>Add &/or update Adm. Regs.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|--|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|-------------------------------|---------------------------------------|--|--------------------------|
| Concept and Roles in Student Policies | 5000 | 5000 | X | X | | | | | | | | 1/3/07 |
| Admission | 5111 | 5111 | | X | | | X | | | | Update required to comply with recent statute changes. | 1/3/07 |
| Protection of Undocumented Students | 5111.3 | 5111.3 | X | X | | | | | X | | | 6/7/17 |
| Ages of Attendance | 5112 | 5112 | | | | | X | | | | Change entrance date from January to September. | 10/5/11 |
| Attendance and Excuses | 5113 | 5113 | X | X | | X | | | | | | 9/13/17 |
| Work Permits | 5113.1 | 5113.1 | X | X | | | | | | | | 5/2/18 |
| Truancy | 5113.2 | 5113.2 | X | X | | X | | | | X | Review regulation to ensure compliance with updated statutes. Although very thorough, legislation has changed please review. | 9/13/17 |
| Suspension/Expulsion; Student Due Process | 5114 | 5114 | | | | X | | | | X | | 6/5/19 |
| School Attendance Areas –Racial Balance | 5112.5 | 5112.5 | X | | | | X | | | | Policy speaks to role of attendance officer, but not census mandate. | 5/2/18 |
| School Census | 5116 | 5116 | | | | | | | | | | 1/3/07 |
| School Attendance Areas | 5117 | 5117 | X | X | | | | | X | | | 1/3/07 |
| Intra-district Choice/Open Enrollment | 5117.1 | 5117.1 | X | X | | | | | | | | 5/5/21 |
| Intra-district Transfer Students | 5117.4 | 5117.4 | X | | | | | | | | | 5/2/18 |
| Nonresident Attendance | 5118 | 5118 | X | X | | | | | | | | 2/2/18 |
| Homeless Students | 5118.1 | 5118.1 | | | | X | X | | X | | Review policy, regulation is appropriate. | 3/9/03 |
| Examination/Grading/Rating | 5121 | 5121 | X | X | | | | | | | | 1/3/07 |
| Mid-Year Exams | 5121.1 | 6155 | X | | | | | | | | | 3/16/00 |
| Academic Dishonesty | 5121.3 | 5143 | X | | | | | | | | | 8/17/05 |
| Assignment to Teachers and Classes | 5122 | 5122 | X | X | | | | | | | | 1/3/07 |
| Assignment of Former Home-Schooled Students to Classes | 5122.3 | 5122.3 | X | X | | | | | X | | | 1/3/07 |
| Promotion/Retention | 5123 | 5123 | X | | X | | | | X | | Review legal references. | 7/10/13 |
| Graduation Ceremonies | 5123.3 | 5123.3 | X | | | | | | | | | 2/1/96 |
| Reporting to Parents | 5124 | 5124 | X | X | | | | | | | | 1/3/07 |
| Student Records; Confidentiality | 5125 | 5125 | X | X | | | | | X | | | 5/2/18 |
| Health/Medical Records | 5125.11 | 5125.11 | X | X | | | | | | | | 2/7/07 |
| Awards for Achievement | 5126 | 5126 | X | X | | | | | | | | 1/3/07 |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 5000 Students**

| Policy Topic Title | CABE Policy Number | District Policy Number | Appropriate as Written | Based on a CABE Model | Requires Codification | Add &/or Update Legal Refs | Needs Modification | Dual Codify to Cover all Staff-Certified and Non-Certified | Appropriate Adm. Regs. | Add &/or update Adm. Regs. | Comments | Date Last Adopted |
|---|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|-------------------------------|---------------------------------------|--|--------------------------|
| Conduct | 5131 | 5131 | | | | | X | | | | Requires review and modification to comply with statute updating and align with CT School Climate Policy. | 3/1/95 |
| Bus Conduct | 5131.1 | 5131.1 | X | | | | | | X | | | 1/3/07 |
| Video Surveillance | 5131.111 | 5131.111 | X | X | | | | | X | | | 2/7/07 |
| Student Driving/Parking | 5131.3 | 5131.3 | X | | | | | | | | | 2/7/07 |
| Vandalism | 5131.5 | 5131.5 | X | X | | | | | | | | 2/7/07 |
| Drugs, Tobacco, Alcohol | 5131.6 | 5131.6 | X | X | | | | | | X | Consider regulation review, last approved 2007. | 12/1/21 |
| (Medical) Palliative Use of Marijuana | 5131.601 | 5131.601 | X | X | | | | | | | | 3/1/07 |
| Weapons and Dangerous Instruments | 5131.7 | 5131.7 | X | | | | | | | | | 4/5/17 |
| Out of School Grounds Misconduct | 5131.8 | 5131.8 | X | X | | | | | | | Review legal references and update. | 2/7/07 |
| Use of Electronic Devices (Beepers, cell phones) | 5131.81 | 5131.81 | X | | | X | | | | | | 7/1/15 |
| Hazing | 5131.91 | 5131.91 | X | | | | | | | | Consider defining hazing. | 2/7/07 |
| Bullying Connecticut School Climate Policy | 5131.911 | 5131.911 | | | | | X | | | | Adoption of the Connecticut School Climate Policy is required by law. This title replaces the bullying title. Replace with CABE's newest version. | 7/11/18 |
| Cyberbullying | 5131.913 | 5131.913 | | | | X | X | | | | Consider update. | 9/15/10 |
| School Climate | 5131.914 | 5131.914 | | | | | X | | | | No policy, regulation only, consider rewrite. | 7/18/18 |
| Dress and Grooming | 5132 | 5132 | X | | | | | | X | | | 1/5/22 |
| Administering Medication | 5141.21 | 5141.21 | X | | | | | | X | | Brief policy, but thorough regulation. Regulations do not address communicable diseases but rather OSHA Bloodborne Pathogens. Consider rewrite. | 10/5/16 |
| Communicable/Infectious Diseases | 5141.22 | 5141.22 | X | X | | | | | | | | 4/4/07 |
| Psychotropic Drug Use | 5141.231 | 5141.231 | X | X | | | | | | | Dual coded (4118.231) for inclusion in the 4000 series. | 7/11/18 |
| Students With HIV/AIDS or AIDS | 5141.24 | 5141.24 | X | X | | | | | X | | | 4/4/07 |
| Health Assessments & Immunizations | 5141.3 | 5141.3 | | | | | X | | | | Include exemptions due to religious reasons. | 5/7/08 |
| Physical Examination for School Programs | 5141.31 | 5141.31 | X | X | | | | | X | | | 4/6/11 |
| Reporting of Child Abuse and Neglect | 5141.4 | 5141.4 | | X | | | X | | X | | Based on a CABE model which has been updated due to P/A 22-87. | 12/7/16 |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 5000 Students**

| Policy Topic Title | CABE Policy Number | District Policy Number | Appropriate as Written | Based on a CABE Model | Requires Condition | Add &/or Update Legal Refs | Needs Modification | Dual Cofity to Cover all Staff - Certified and Non-certified | Appropriate Reg. | Add &/or update Adm. Reg. | Comments | Date Last Adopted |
|---|---------------------------|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------------|---------------------------|---|-------------------------|--------------------------------------|---|--------------------------|
| Suicide Intervention and Prevention | 5141.5 | 5141.5 | X | X | | | | | X | | Revise to provide language to make the 988 crisis line widely available in schools. Update regulation. | 1/5/21 |
| Crisis Management | 5141.6 | 5141.6 | | | | X | X | | | | Very much outdated. Recommend total rewrite. | 5/5/99 |
| Safety | 5142 | 5142 | | | | X | X | | | | Update, much has changed since approval date. | 9/9/09 |
| Use of Physical Force | 5144.1 | 5144.1 | | X | | | X | | | | Review procedures to ensure compliance. | 12/7/16 |
| Use of Exclusionary Time-Out Settings | 5144.2 | 5144.2 | X | X | | | | | | | | 1/2/19 |
| Physical Exercise and Discipline of Students | 5144.4 | 5144.4 | X | X | | | | | | | | 3/3/24 |
| Search and Seizure | 5145.12 | 5145.12 | | | | | X | | | X | Include role of police and language regarding strip searches. | 4/4/07 |
| On-Campus Recruitment | 5145.14 | 5145.14 | X | X | | | | | | | | 3/1/17 |
| School Symbols | 5145.41 | 5145.41 | | | | | | | | | Listed but not in book. | 7/8/20 |
| Title IX | 5145.44 | 5145.44 | X | X | | | | | | | | 4/4/07 |
| Exploitation; Sexual Harassment | 5145.5 | 5145.5 | X | | | | | | | | | 4/5/17 |
| Sexual Abuse Prevention and Education Program | 5145.511 | 5145.511 | X | X | | | | | | | | 4/5/17 |
| Student Grievance Procedure | 5145.6 | 5145.6 | X | | | | | | | | | 3/1/17 |

Mandated Policies Lacking:

- #5144.12 – Restorative Justice Practices (Required July 2025)

Recommended "Good Practice" Policies Lacking

- #5010 – Goals and Objectives
- #5111.1 – Foreign exchange Students
- #5114.2 – Suspension From Interscholastic Athletics
- #5114.21 – Conduct Code for Extra-Curricular Activities
- #5135 – Academic Eligibility
- #5141.213 – Opioid Overdose Prevention
- #5145.25 – Students with Special Health Care/Food Allergies
- #5141.251 – Accommodating Students with Special Dietary Needs
- #5141.27 – First Aid/Emergency Medical Care
- #5142.4 – School Resource Officers
- #5145.53 – Transgender and Non-Conforming Youth
- #5145.54 – Civility

**CABE's Policy Review of Bristol's Existing Policy Material
Series 6000 Instruction**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Refs</i> | <i>Needs Modification</i> | <i>Dual Comply to Cover all Staff – Certified and Non-certified</i> | <i>Appropriate Admin. Reg.</i> | <i>Add &/or update Admin. Reg.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|--|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|--------------------------------|--|---|--------------------------|
| Instruction (Concept and Roles) | 6000 | 6000 | X | X | | | | | | | | 4/5/95 |
| School Calendar | 6111 | 6111 | X | | | | | | | | Superintendent should have a role in developing school calendar. | 7/11/18 |
| School Day | 6112 | 6112 | X | | | X | | | | | Consider statement on virtual learning. | 1/3/18 |
| Release Time | 6113 | 6113 | X | | | | | | X | | | 1/3/18 |
| Emergencies and Disaster Preparedness | 6114 | 6114 | X | X | | | | | | | Needs update to meet today's standards. | 4/5/95 |
| Bomb Threats | 6114.3 | 6114.3 | | | | X | X | | | | | 9/12/18 |
| Emergency Closings | 6114.6 | 6114.4 | X | | | | | | | | | 4/5/95 |
| Emergency Suspension of Policy During Pandemic | 6114.81 | 6114.81 | X | X | | | | | X | | | 6/2/21 |
| Ceremonies and Observances | 6115 | 6115 | X | | | | | | X | | | 2/7/18 |
| Objectives of the Instructional Program | 6120 | 6120 | X | | | | | | X | | | 3/2/05 |
| Nondiscrimination | 6121 | 6121 | X | X | | | | | | | | 6/7/17 |
| Curriculum Design/Development/Revision | 6141 | 6140 | X | | X | | | | | | Update policy. | 2/3/10 |
| Recognition of Religious Beliefs and Customs | 6141.2 | 6141.2 | | | | X | X | | | | Update policy. | 4/1/99 |
| Bilingual-Bicultural Education | 6141.31 | 6141.31 | | | | X | X | | | | Update policy. | 4/1/99 |
| Migrant Students | 6141.312 | 6141.312 | X | X | | | | | | | Incorporated 6141.301 and 6141.320 into this policy. (Both policies were 1999 approved) | 1/3/18 |
| Computers: Acceptable Use of the Internet, Other | 6141.321 | 6141.321 | X | X | | | | | X | | Regulation approved 5/7/03. | 1/3/18 |
| Computer Networks and Internet Safety | 6141.322 | 6141.322 | X | X | | | | | X | | | 7/1/15 |
| Bring Your Own Device (BYOD) | 6141.328 | 6141.328 | X | X | | | | | | | | 4/5/99 |
| Family Life and Sex Education | 6142.1 | 6142.1 | X | X | | | | | | | | 4/5/99 |
| Student Nutrition (Student Wellness) | 6142.101 | 6142.101 | X | | | | | | X | | Incorporates #6142.61 Physical Activity, but needs revision. | 11/1/06 |
| Controversial Issues | 6144 | 6144 | | | | X | X | | | | Review to meet current demands. | 4/5/99 |
| Reacting to Political Issues | 6144.1 | 6144.1 | X | | X | | | | | | Policy needs update. | 12/2/09 |
| Extra Class Activities | 6145. | 6145 | X | | | | | | | | Specific to Bristol. | 4/5/06 |
| Limited Open-Forum Co-Curricular Activities | 6145.1 | 6145.1 | X | | | | | | | | Corresponds to CABE #6145 | 4/5/06 |
| Intramural/Interscholastic Competition | 6145.2 | 6145.2 | X | | | | | | | | | 4/14/22 |
| Publications | 6145.3 | 6145.3 | X | X | | | | | X | | Two policies in manual, second policy adds foreign exchange program. | 4/5/95 |
| Organizations/Associations | 6145.5 | 6145.5 | X | X | | | | | | | | 4/5/95 |

**CABE's Policy Review of Bristol's Existing Policy Material
Series 6000 Instruction**

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Refs</i> | <i>Needs Modification</i> | <i>Dual Codify to Cover all Staff – Certified and Non-certified</i> | <i>Appropriate Adm. Regs</i> | <i>Add &/or update Adm. Regs</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|---|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|------------------------------|--------------------------------------|---|--------------------------|
| Travel and Exchange Programs | 6145.6 | 6145.6 | X | | | | | | | | | 9/22/18 |
| Activity Funds Management | 6145.8 | 6145.8 | X | X | | | | | | | | 4/5/95 |
| Graduation Requirements | 6146 | 6146 | X | | | | | | X | | | 4/6/22 |
| Grading System | 6146.1 | 6146.1 | X | | | | | | X | | | 8/20/14 |
| Statewide Proficiency/Mastery Examinations | 6146.2 | 6146.2 | X | X | | | | | | | | 9/13/17 |
| Statewide Assessment of Students with Disabilities | | 6146.3 | X | | | | | | | | | 12/1/10 |
| FAFSA Completion Program | 6148 | 6148 | X | X | | | | | | | | 6/1/22 |
| Field Trips | 6153 | 6153 | X | | | | | | X | | Regulations appropriate and approved 5/2/18 | 10/5/11 |
| Homework/Make-Up Work | 6154 | 6154 | X | | | | | | X | | | 4/5/95 |
| Mid-Year Exams | 5121.1 | 6155 | X | | | | | | | | | 8/16/00 |
| Equipment, Books and Materials: Provision/Selection | 6161 | 6161 | X | | | | | | X | | Review should be considered. | 4/5/95 |
| Students with Visual Impairments or Print Disabilities | | 6161.1 | X | | | | | | | | | 12/1/10 |
| Care of Instructional Materials Damage of Instructional Materials: Fees/Fines/Charges | 6161.2 | 6161.2 | X | X | | | | | X | | | 4/5/95 |
| | | 6161.21 | | | | | | | | | | |
| Comparability of Services | 6161.3 | 6161.3 | X | X | | | | | | | | 3/6/19 |
| School Volunteers | 6162.4 | 6162.4 | X | X | | | | | | | Consider statement on background checks. | 4/15/95 |
| Surveys of Students | 6162.51 | 6162.51 | X | X | | | | | X | | | 6/6/18 |
| Use of Copying Devices | 6162.6 | 6162.6 | | | | | X | | | X | Consider update and adding a regulation. | 4/5/98 |
| Therapy Dogs | 6163.33 | 6163.33 | X | | | | | | X | | | 1/5/22 |
| Drugs, Tobacco, Alcohol | 6164.11 | 6164.11 | X | | | | | | | | | 4/5/95 |
| Acquired Immune Deficiency Syndrome (AIDS) | 6164.12 | 6164.12 | X | | | | | | | | | 4/5/95 |
| Coordinated Early Intervention Service | 6164.4 | 6164 | X | | | | | | | | Unique to Bristol. | 12/1/10 |
| Student Production of Services & Materials | 6165 | 6165 | X | | | | | | | | | 4/5/95 |
| Parentally Placed Students | | 6171.1 | | | | | X | | | | Needs review. | 12/1/10 |
| Program Adaptations/Alternative Education Programs | 6172 | 6172 | X | X | | | | | | | | 9/12/18 |
| Home Schooling Guidelines | 6172.3 | 6172.3 | X | | | | | | X | | | 11/7/01 |

CABE's Policy Review of Bristol's Existing Policy Material
Series 6000 Instruction

| <i>Policy Topic Title</i> | <i>CABE Policy Number</i> | <i>District Policy Number</i> | <i>Appropriate as Written</i> | <i>Based on a CABE Model</i> | <i>Requires Codification</i> | <i>Add &/or Update Legal Keys</i> | <i>Needs Modification</i> | <i>Dual Codify to Cover all Staff – Certified and Non-certified</i> | <i>Appropriate Admin. Reg.</i> | <i>Add &/or update Admin. Reg.</i> | <i>Comments</i> | <i>Date Last Adopted</i> |
|---|---------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---------------------------------------|---------------------------|---|--------------------------------|--|-----------------------|--------------------------|
| Title I Parent Involvement | 6172.4 | 6142.41 | | | | X | X | | | X | Changes made in 2017. | 8/20/03 |
| Virtual/Online Courses | 6172.6 | 6172.6 | X | X | | | | | | | | 6/2/21 |
| Summer School/Evening School | 6174 | 6174 | X | | | | | | | | | 3/1/23 |
| Career/Vocational Education | 6176 | 6176 | X | X | | | | | | | | 4/5/95 |
| Produced Video Recording (Use of) | 6177 | 6177.1 | X | X | | | | | | | | 7/6/06 |
| Evaluation of the Instructional Program | 6180 | 6180 | X | | | | | | | | | 4/5/95 |
| Adult/Continuing Education | 6200 | 6200 | X | | | | | | | | | 7/11/18 |
| Adult Graduation Requirements | 6201 | 6201 | X | | | | | | | | | 5/3/06 |

Mandated Policies Lacking:

1. #6141.51 – Advanced Courses or Programs Eligibility Criteria for Enrollment
2. #6141.52 – Challenging Curriculum Policy
3. #6142.10 - Physical Activity and Discipline
4. #6171.2 – Preschool Students with Disabilities
5. #6172.1 – Gifted and Talented Students

Recommended “Good Practice” Policies Lacking

1. #6161.12 – Complaints Regarding Library Books
2. #6181 – Evaluation of Special Education Program

A sample policy to consider/modify.

Students

Armed Security Guards

In accordance with Public Act 13-188, _____ Public Schools ~~has approved the hiring of Armed Security Guards and~~ authorizes the placement of armed security guards in ~~each of the school buildings~~ **(identify buildings)** to provide for the safety and security of students and school personnel during the school day as well as times that the Superintendent deems necessary. The Armed Security Guard (“ASG”) is an employee of the Board of Education (the “Board”) and shall support the school administration and staff in maintaining a safe and positive school environment. The ASG reports to the building principal, ~~and ultimately~~ **who will regularly report** to the Superintendent of Schools **on all matters related to school safety and security**. At the discretion of the Board, the ASGs are authorized to carry firearms.

Definitions

1. **Armed Security Officer** – A sworn member of an organized local police department or a retired police officer to provide security services in a public school if such person will possess a firearm while in the performance of his or her duties. Such retired police officer shall **receive annual training pursuant to section 7-294x of the general statutes and shall successfully complete annual firearms training provided by a certified firearms instructor that meets or exceeds the standards of the Police Officer Standards and Training Council or 18 USC 926C.** Such retired police officer shall not be subject to the licensing requirements of part II of chapter 534 of the general statutes.
2. **Retired Police Officer** —means a sworn member of an organized local police department who was certified by the Police Officer Standards and Training Council and retired or separated in good standing from such department or a sworn member of the Division of State Police within the Department of Emergency Services and Public Protection who retired or separated in good standing from said division.

The Board’s policy and any applicable administrative regulations shall be subject to all applicable federal and/or Connecticut laws, as may be amended from time to time. ~~In the event that any portion of this policy or the applicable administrative regulations is determined to be contrary to the provisions of any such federal and/or Connecticut law at any time, the Board shall promptly review and revise the policy and administrative regulations as may be necessary to comply with such federal and/or Connecticut laws.~~

~~The Superintendent will adopt and maintain administrative regulations to implement this policy.~~

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-444, and PA 98-139
53a-3 Definitions
53a-217b Possession firearms and deadly weapons of school grounds
PA 13-188 An Act Concerning School Safety
PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests

Policy adopted:

rev 3/25

Sample regulation for consideration.

Students

Armed Security Guards

I. PURPOSE:

The function of the ASG is to assist the administration and other school staff in promoting a safe, non-threatening school environment, including assisting in the prevention of school violence. The ASG shall be charged with taking steps to safeguard and protect the school community and school property. The ASG shall engage in the detection or prevention of any unauthorized activity on or near school grounds, including, but not limited to, the unlawful intrusion or entry on school property, vandalism, abuse, arson or trespass. The specific qualifications, duties and responsibilities for the position of ASG shall be those set forth in the ASG job descriptions and BOE policy, as may be amended from time to time in the discretion of the Board, consistent with state and federal law.

The Board will work in cooperation with the law enforcement agency/police department in the placement of Armed Security Officers in its high/middle/elementary schools. The objectives and qualifications of Armed Security Guards set forth by the policy/regulation and job description drafted shall be subject to approval by the Board. It is understood and agreed that the Board of Education and the Local and State Police Department officials share the following goals and objectives with regard to the Armed Security Guard (ASG) Program in the schools:

1. To foster educational programs and activities that will increase student's knowledge of and respect for the law and the function of law enforcement agencies;
2. To encourage ASGs to attend extra-curricular activities held at schools, when possible;
3. To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, and the possession and/or use of weapons on campus; ~~the sale and/or distribution of controlled substances, and riots;~~
4. To report serious crimes that occur at school and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
5. To cooperate with law enforcement officials in their investigations of criminal offenses which occur off campus.
6. To be involved in the development of District and school safety/crisis plans.

Duties include, but are not limited to:

1. The observation and reporting of any unlawful act;
- ~~2. The prevention of theft or misappropriation of any item of value;~~
2. The control of access to premises being protected;
3. The maintenance of order and safety at public activities;
4. Protection of district property, students, staff and persons and property on or about district property or while attending district-sponsored activities.

Students

Armed Security Guards (continued)

II. POLICY: _

~~A. Essential Responsibilities:~~

- ~~1. Patrol~~
- ~~2. School-based Services~~
- ~~3. Student Affairs~~
- ~~4. Parking Enforcement~~
- ~~5. Administrative~~

A. Specific Responsibilities

1. Patrol

- a) Armed First Responder, conduct security patrols of all school grounds.
- b) First Responder to all emergencies on campus to protect life and property.
- c) First Responder to all emergencies at any of the schools.
- d) Conduct preventive patrols and routine security checks of all school grounds and structures.
- e) Look for possible criminal activity, persons needing assistance as well as maintenance issues. Report any maintenance issues to the Facilities Department.
- f) Detain persons who commit criminal offenses in the presence of security guards and ~~turn custody over to the Local or State Police Department.~~ report such matters to the school administration for further action.
- g) Respond to all emergencies on school grounds and request additional response if needed.
- h) ~~Armed Security guards shall~~ Assist in Criminal Investigations, complaints and reports.

2. School Services

- a) Secure (arm/disarm) alarms in most administrative and academic buildings on a set schedule throughout the week if directed by school administration.
- b) Secure and unlock buildings upon request by faculty, staff and facility personnel.
- c) Ensure that any hazard/incident may be made as safe as possible including attempting to remedy the situation entirely.
- d) Serve as the emergency notifying agency for facilities related issues.
- e) Work with responding personnel (Local and State Police, Fire Department, Utilities, EMT's, Paramedics) in handling emergencies at schools including medical emergencies.

Students


Armed Security Guards

A. Specific Responsibilities (continued)

2. School Services (continued)

- f) Set up barricades and other traffic controls to assist various facilities projects and arrange for the towing of vehicles out of restricted areas.
- g) Perform any other duties as directed by the Superintendent, School Administration and/or their designee.

3. Student Affairs

- a) Respond to all reported disturbances, emergencies, and suspicious circumstances **criminal activity in the school, classroom, related structures or events and report findings when necessary to administration.**
-  b) Assist Administration/Staff in handling uncooperative or confrontational, and non-affiliated **on school grounds members of the school community on school grounds.**
- c) Perform room, locker, book bag and person (s) searches as required in the presence of administrators.

4. Parking Enforcement

- a) Enforce all parking regulations in school grounds and parking lots.
- b) Patrol the parking areas during the enforcement hours.
- c) Request local authorities to tow or ticket vehicles found in violation of the parking regulations (offense warrants).

5. Administrative

- a) Document in a report any individual ~~found disturbing the school or committing minor criminal offenses or violating school regulations of criminal/threatening manner.~~ When appropriate, Forward this report to Local/State Police, and the office of School Administration or District Office.
- b) Complete all required reports and associated paperwork in a timely, accurate, and complete fashion.
- c) Comply with ~~and enforce administrative~~ **all** policies and procedures.
- d) Comply with District emergency protocols, policies, and procedures. ~~handbook.~~
- e) ~~Additional tasks can be asked to perform tasks such as cafe duty, camera monitoring, escorting students, in school suspension monitoring, halls sweeps, etc.~~
- f) Perform any other duty as directed by the Superintendent, School Administration and/or their designee.

Students

Armed Security Guards (continued)

III. Mandatory Qualifications and Requirements:

A. The _____ Board of Education has approved the hiring of Armed Security Guards through Public Act 13-188. Armed Security Guards employed by the District must possess the qualifications set forth in this Act.

B. Armed Public Safety Officer shall be:

1. Retired members of an organized local, state or federal government agency as a law enforcement officer, defined by section 53a-3 of the general statute, 13 USC § 926C – Carrying of concealed firearms by qualified retired law enforcement officers pursuant to the standards of the Connecticut Public Act. 13-188.
2. A local, state or federal law enforcement officer for an aggregate of 15 years or more, and separated from such service in good standing.
3. A local, state or federal law enforcement officer for an aggregate of 10 years or more, and separated from such service in good standing, due to a service-connected disability.

C. Armed Security Guards shall possess:

1. Current State of Connecticut Pistol Permit.
2. HR 218 yearly verified qualification.
3. Current State of Connecticut Driver's License.
4. Outstanding skills and comprehensive training related to child development, special needs and conflict resolution.
5. Basic computer skills.
6. Effective written and verbal communication skills.
7. Excellent interpersonal and human relation skills.
8. Ability to work independently and exercise good judgment and common sense appropriate to the related circumstances.
9. Ability to understand and carry out verbal and written instructions and prepare accurate and clear information for comprehensive report preparation.
10. Ability to deal with diverse groups of people.
11. Ability to maintain confidentiality of job related information.
12. Ability and willingness to work rotating shifts covering all days of the week and all hours of the day including weekends and holidays.

Students

Armed Security Guards

III. Mandatory Qualifications and Requirements: (continued)

D. Armed Security Guards shall submit to and successfully satisfy:

1. Extensive background investigation including work history and criminal history.
2. Psychological evaluation.
3. Physical examination and drug screening.
4. Complete and successfully pass a peer interview and oral interview(s) comprehensive interview process.

IV. Mandatory Documentation Requirements:

- A. A letter or certificate stating that the candidate is a graduate of an approved Police Officer Standards and Training (P.O.S.T.) and/or State Police Academy.
- B. A letter of recommendation from the candidates previous Police Chief indicating that he/she served as a local, state or federal law enforcement officer for an aggregate of 15 years or more, and separated from such service in good standing, or a letter of recommendation from the previous Police Chief indicating that the candidate served as a local, state or federal law enforcement officer for an aggregate of 10 years or more, and separated from such service in good standing, due to a service-connected disability.
- C. Current State of Connecticut Pistol Permit.
- D. Current State of Connecticut Driver's License.
- E. DMV driving record history.

V. Physical Requirements:

- A. While performing the duties of this job, the employee is regularly required to have full range of mobility in upper and lower body.
- B. Be able to reach overhead.
- C. Be able to work in various positions, including but not limited to, stooping, standing, bending over, sitting, kneeling, and squatting for extended periods of time.
- D. Be able to lift, pull and push materials and equipment to complete the assigned job task.
- E. Be able to lift and/or move 25 pounds and occasionally lift and/or move up to 50 pounds.
- F. While performing the duties of this job, the employee may be exposed to extreme weather conditions prevalent at the time for an extended period of time.

Students

Armed Security Guards

V. Physical Requirements: (continued)

- G. Specific vision abilities required by this job include close vision such as the ability to read handwritten or typed material, and the ability to adjust focus.
- H. Be able to meet multiple demands from several people and interact with the public and other staff.
- I. ASG will be in an identifiable school district uniform, carry his/her personal firearm approved under HR 218, and possess appropriate security equipment as necessary.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The hiring process will involve a committee which includes District staff and Local/State/Law Enforcement Officers. Background checks as well as an interview process will be required as per BOE regulations and Public Act 13-188. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Regulation approved:

cps 3/25

PA 21-199 Section 2 – Gifted and Talented Students

(Background information for Policy Review Committee)

Page 1

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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(continued)

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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(continued)

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

PA 21-199 Section 5 – Challenging Curriculum Policy

(Background information for Policy Review Committee)

Page 1

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)

Page 2

(continued)

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.

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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
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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

Extra-Curricular and Co-Curricular Activities

Co-Curricular Activities are extensions of curricular courses which occur during the school day. Students participate in the course during the school day and participation in the co-curricular activity is required as part of the course. Examples of co-curricular activities are orchestra, band, or choral performances outside of the school day when the courses take place during the school day.

Extra-Curricular Activities are not-for-credit activities, for which there is no curriculum, and these activities take place outside of the school day. Examples include athletic teams, intramurals, clubs, and performances in plays.

Middle School and High School Extra-Curricular Activities /Athletics

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building nurse, a certificate of consent, which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent shall be in effect for each student as specified in Sec. [5141.31](#).

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities that shall include life sports that a student can carry through adulthood.

In addition, the student participating on an interscholastic team agrees:

1. Not to participate on another team outside of school in the same sport while on the school's team (applicable to high school student-athletes only)
2. Not to receive any personal economic gain based upon athletic skill.
3. To participate under his or her own name.
4. Not to participate in any post season or individual contests as a representative of the Bristol Public Schools without the school's explicit and expressed permission.

The failure of one (1) team member to abide by all of the eligibility rules will result in the forfeiture of all contests for the team while the individual was ineligible.

Students participating in interscholastic athletics assume a special responsibility. They serve as models for much of the student body and are representatives of our school district to other school districts and the communities served by our schools.

Student athletes are expected to behave in a manner that will bring credit to themselves and their schools. It is our expectation that students involved in the athletic program will refrain from smoking and the use of alcohol or any other behavior-altering drug.

Failure to comply with the school's expectations may result in removal from the activity and/or in disciplinary action being taken.

Students who are absent or suspended from school may not participate in an extra-curricular activity. Any student who is not present for a minimum of three periods must receive administrative approval to participate in a co-curricular activity held that day.

Extra-Curricular Activities/Athletics - Change in High School District Residency

When a student under 18 years of age leaves the residency of a legal guardian in one Bristol public high school district to reside with friends or relatives in another Bristol public high school district, having filed forms provided by the Board of Education for that purpose, that student will not be eligible to participate in interscholastic athletics at the receiving school in any sport the student previously participated in at the sending school for three hundred sixty-five (365) calendar days of continuous enrollment from the date of the first allowable play date following the date of enrollment (first day of attending classes) in the receiving school, or the first contest after the date of enrollment, if entry is after the first allowable play date at the receiving school.

Parents/legal guardians authorizing the minor student to change residence (i.e., leave home) will be required to provide the Board of Education with legal documentation, on request, to establish their current legal custody of the minor involved.

Students and/or their parents/legal guardians may file a waiver request with the Superintendent of Schools within thirty (30) days of change of residency, seeking exemption from this policy because the change in residency is required for compelling personal reasons unrelated to athletics, such as illness or incapacity of family members. The Superintendent of Schools shall

consult with the two high school principals and the Supervisor of Physical Education, Health and Athletics and make a recommendation to the Board regarding the request. Should the Superintendent recommend against the waiver, the student and/or parents/legal guardian may appear before the Board, which shall issue the final decision regarding the requested waiver.

Extra-Curricular Activities/Athletics - High School Request for Pupil Transfer within the Bristol Public School System with No Change in Residency

Any student who is granted an out of area transfer request that results in attendance at the non-resident high school is partially eligible for interscholastic athletics for thirty (30) calendar days from the first date of practice following the date of enrollment (first day of attending classes) (for students entering over the summer, the 30 days begin on the first day of practice) in the receiving school, or the first contest after the date of enrollment, if entry is after the first allowable play date in any sport the student participated in at the previous school.

Students and/or their parents legal guardians may file a waiver request with the Superintendent of Schools within thirty (30) days of notification of denial of the out of area request, seeking exemption from this policy because the out of area request is required for compelling personal reasons unrelated to athletics/ such as illness or incapacity of family members. The Superintendent of Schools shall consult with the two high school principals and/or the Supervisor of Physical Education, Health and Athletics and make a recommendation to the Board regarding the request. Should the Superintendent recommend against the waiver, the student and/or parents/legal guardian may appear before the Board, which shall issue the final decision regarding the requested waiver.

Middle and High School Co-Curricular Eligibility

An activity which occurs outside of the school day as an extension of curricula courses is a co-curricular activity. Students participate in the course during the school day and participation in the co-curricular activity is required as part of the course. This pertains specifically to student participation in band, orchestra and/or choral performances which are required for participation in the course. Students will be allowed to participate in such required performances even when on academic restriction (middle school level) or partial eligibility (high school level) for extra-curricular activities.

Extra curricular eligibility policy pertains to not-for-credit activities which take place outside of the school day. This includes athletic teams, intramurals, clubs, performances in plays, adjudications, community concerts, and any other activity which takes place outside of the school day as a course requirement.

High School Full Extra-Curricular Eligibility

Quarter 1, 2 and 3 grades will be used to determine eligibility during the winter and spring seasons. Final end of the year grades, 2nd semester and summer school grades will determine

eligibility for the fall season. During the school year, student eligibility and ineligibility status is determined on the day report cards are distributed or on the fourteenth (14) calendar day following the end of the marking period.

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

Fall Season

A student is eligible when he/she:

- Is entering grade 9 from grade 8 OR must have received a minimum of six academic credits plus .5 physical education credit from the previous school year and summer school. Students attending BTEC or transferring into a Bristol School may have the .5 physical education credit waived by the building principal.
- Freshmen/Sophomores at the start of the school year:
 - o Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus $\frac{1}{2}$ physical education credit.
- Passes all courses OR;
 - o Fails one class for the year or second semester with a grade no lower than 60, not retaken or failed in summer school, regardless of a failing grade attained in summer school;
 - o To maintain eligibility, the student retakes the failed course in the fall, the student must achieve a grade of 65 or higher in that failed course by the midterm of the marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

If the student does not repeat the failed course, all grades must be a 70 or better at the midterm of the first marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

- The student must be a member of the school in grades 9, 10, 11 or 12.
- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)

- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

Winter and Spring Seasons

At the end of the previous marking period, the student is eligible when he/she:

- Freshmen/Sophomores at the start of the school year:
 - o Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit;
- Passes all courses OR;
 - o Fails one class with a grade no lower than 60;
 - o To maintain full eligibility the student must achieve a grade of 65 or higher in the failed course on the progress report following the marking period in which the failure occurred;
 - o If the student does not repeat the failed course, all grades must be a 70 or better at the progress report following the marking period in which the failure occurred;
 - o Eligibility of these students will be determined on the third school day after the progress reporting period.
- Students with an incomplete become ineligible the day grades are distributed or on the 14 calendar date after the close of the term. The student then has 10 days to make up the incomplete. If a student does not make up the incomplete within 10 days, the student remains ineligible. A student becomes eligible when the incomplete grade has been resolved within the 10 days.
- The student should be a member of that school in grade 9, 10, 11, 12.

- The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Fall Season

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

To gain Partial Extra - Curricular Eligibility, a student must meet the following criteria:

- Fails one class with a grade lower than 60) or fails two classes for the year or second semester and not retaken or failed in summer school.
- Freshmen/sophomores at the start of the school year:
 - o Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- The period of Partial Extracurricular Eligibility will extend to the progress reporting period of the first quarter;
- To become eligible at the progress reporting period, a student on Partial Extra-Curricular Eligibility must attain a minimum average of "65" in the subject(s) that were failed and be passing all other classes. If the student does not or is unable to retake the failed class or classes, the student ***must have a 70 in all subjects***. Eligibility of these students will be determined on the third school day after the progress reporting period.

- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut.
- Transfer students' grades are interpreted by the standards of the previously attended school.
- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Winter and Spring Seasons

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

For Partial Extra-Curricular Eligibility, a student must meet the following criteria:

- Freshmen/sophomores at the start of the school year:
 - o Must be enrolled in a minimum of **six (6)** academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- For the current school year, fails one class with a grade lower than 60, or no more than 2 subjects at the end of the previous marking period (defined as a grade lower than 65);
- The period of Partial Extracurricular Eligibility will extend to the date of progress reporting of the marking period following the marking period in which the failure(s) occurred. A student on Partial Extra-Curricular Eligibility must attain a minimum average

of "65" in the subject(s) that were failed and be passing all classes;

- In the event that a student fails a first-semester course, which cannot be repeated the second semester, the student will be placed on Partial Extra-Curricular Eligibility for the third marking period and must be passing all subjects with a grade of 70 at the quarter progress report. Eligibility of these students will be determined on the third school day after the progress reporting period.
- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut;
- Transfer students' grades are interpreted by the standards of the previously attended school;
- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

Middle School Co-Curricular and Extra-Curricular Eligibility

Middle School Co and Extra-Curricular eligibility is determined by a student's overall performance in all core subjects and all encore subjects. Students are issued a subject and conduct grade for each subject and these grades are considered. Incomplete grades constitute a failing grade of below 65 until incomplete grades are made up.

At the start of each school year, all students attending middle school, who were promoted to the next grade, are eligible for participation in extra-curricular activities for the first trimester. Students who were retained are not eligible for participation in extra-curricular activities for the first trimester. Student eligibility will be reviewed at the conclusion of the first and second trimesters.

All extra-curricular activities occurring outside of the school day are included in these eligibility guidelines (such as sports/intramurals, cheerleading, dances, school organized clubs and/or events, etc.). Band and chorus activities occurring outside of the school day are considered co-curricular activities; students will participate in the school band and/or choral performances

required when enrolled in band and/or chorus during the school day. When on academic restriction, students will not participate in band or chorus performances, such as adjudications, community concerts, etc., that are not required as part of enrollment in band or chorus.

Middle School Full Extra-Curricular Eligibility

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

1. Scholarship
 - a. At the end of the first and second trimester, the student must pass all 8 subjects with a grade of 65 or higher.
2. Conduct
 - a. At the end of the first and second trimester, a student must have no more than one grade of X in conduct.

Middle School Academic Restriction for Extra-Curricular Activities

A student placed on academic restriction will not participate in extra-curricular activities; a student on academic restriction will not be able to represent the school in any type of extra-curricular competition, performance, etc. (for example, sports/intramurals, a school play, adjudications, ensembles).

A student will be placed on academic restriction for the second and/or third trimester when the following occur:

1. Scholarship
 - a. A student fails one or more subjects (grade of 64 or lower) in the first and/or second trimester.

OR

2. Conduct
 - b. A student has more than one grade of X in conduct.

A student on academic restriction may not remain in school after the school day ends unless the student is under teacher supervision for make-up work, extra help, or detention.

Academic restriction will be removed upon successful completion of the second and/or third trimester, defined as the student meeting the requirements for full extra-curricular eligibility.

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