

Agenda

- I. ***Mission – To create and foster a learning community that prepares children to be flexible, lifelong learners, and responsible global citizens.***

Vision – To empower and inspire future leaders who will positively impact our world.

2025/26 Goals

Student Growth and Success – To promote and foster high expectations for student growth, active learning and academic excellence for all learners.

Community – To foster a strong sense of community through collaboration and communication.

II. **Preliminary Business / Motions**

- A. Call to Order
- B. Pledge of Allegiance
- C. Correspondence - *Correspondence may be submitted via email no later than 4:00 PM on the day of the meeting to mdegennaro@woodbridgeps.org*
- D. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comment may be submitted electronically to mdegennaro@woodbridgeps.org*

III. **Consent Agenda**

- A. Approval of Minutes from the October 21, 2025 Regular Meeting
- B. Budget Narrative Report
- C. Budget Summary Report
- D. Budget Detail Report
- E. Combining Financial Statements
- F. Accept Policies for 30-Day Review
 - 1. 5118.2 Educational Opportunities for Military Children (New)
 - 2. 6159 Individual Education Program (IEPs) New
 - 3. 6171 Special Education
 - 4. 5114 Suspension and Expulsion / Due Process

IV. **Reports**

- A. Superintendent's Report
 - 1. 2026/27 Draft Calendar

2. Multi-Language Learner Update
3. EDay Update
4. BRS Update
- B. Facilities Committee Report
- C. Finance Committee
 1. Proposed FY 2027-32 Capital Improvement Plan
 2. 2026/27 Budget Drivers
- D. Policy Committee / Adopt Policies
 1. 6161.12 Library Material Review and Reconsideration (New)
 2. 6161.13 Library Collection Development and Maintenance (New)
 3. 6161.14 Library Display and Program (New)
 4. 1312 Public Complaints (Coincides with 6161.12)
- E. CABA Liaison Report
- F. Upcoming Meeting Presentation(s): 2026/27 Budget

V. **New Business**

- A. 2026/27 Open Choice Slot Allocation

VI. **Other**

- A. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.*
- B. Executive Session, in accordance with State Statute

VII. **Adjournment**

MINUTES OF THE WOODBRIDGE BOARD OF EDUCATION REGULAR MEETING

**Tuesday, October 21, 2025
BRS South Assembly Room**

CALL TO ORDER: Chair Piascyk, called the meeting to order (7:08 PM).

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Sarah Beth Del Prete, Secretary (7:09 PM); Dr. Lauren Francese; Jeff Hughes; Steven Lawrence, Vice Chair and Dr. Michael Strambler.

STAFF: Christopher Montini, Superintendent; Analisa Sherman, Principal; James Sapia, Assistant Principal; Cheryl Tafel, Assistant Principal; Carrie Borcharding, Special Services Director; Donna Coonan, Director of Business Services/ Operations and Marsha DeGennaro, Clerk of the Board.

GUEST: Floyd Dugas, Board Counsel

Executive Session

The Board entered Executive Session in accordance with State statute to review the recently ratified WEA contract and the BOWA Transportation Contract extension.

MOTION #1 – EXECUTIVE SESSION (7:09 PM)

Move that we enter Executive Session to discuss negotiations with respect to collective bargaining, and invite the Superintendent, Donna Coonan and Floyd Dugas, Board Counsel to join the Board.

Mr. Lawrence
Second by Ms. Del Prete
UNANIMOUS

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Sarah Beth Del Prete, Secretary (7:09 PM); Dr. Lauren Francese; Jeff Hughes; Steven Lawrence, Vice Chair and Dr. Michael Strambler.

STAFF: Christopher Montini, Superintendent; Donna Coonan, Director of Business Services/ Operations and Floyd Dugas, Board Counsel.

MOTION #2 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (7:28 PM).

Dr. Francese
Second by Mr. Hughes
UNANIMOUS

Chair Piascyk called the Public Session back to order (7:30 PM).

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #3 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Mr. Lawrence
Second by Dr. Strambler
UNANIMOUS

Superintendent Report – Superintendent Montini noted enrollment is currently at 862 compared to last year’s 864. As stated at the last BOE meeting, the part-time Social Worker was increased to full-time and we have contracted with ESS to provide additional para services. Approximately, 120 applications for the Assistant Principal vacancy were received and reviewed. It is anticipated this position will be filled by the Thanksgiving holiday with an appointment occurring around the end of October / beginning of November. Development of the 2026/27 budget has commenced as well as

planning for a Literacy / Math night. He also attended a Grade 3 STEAM lab class that required designing and building a bridge; the Living Treasure Dinner and *Woodbridge Like Me* with a performance by the BRS Band.

SBA Presentation – Mr. Sapia and Ms. Tafel presented an overview for how the assessment is conducted as well as the results from spring testing. SBA is a mandated global assessment aligned to common core standards with testing done completely on-line. SBA measures students’ progress/attainment of knowledge and skill and accurately describes student achievement and growth. It is a multiple choice Q&A computer adaptive test that adjusts for each student depending upon the answer(s) selected. While SBA testing is only one measurement of a snapshot in time, it does provide helpful information in determining strengths and weaknesses in guiding daily instruction. An in-depth analysis is performed on each of the content data areas by BRS data teams to ascertain individual student growth targets and expected growth levels, cohort growth as well as vertical strengths and weakness that inform and guide instruction not only in individual classrooms but across grade levels as well.

As in past years, overall students performed well with Woodbridge ranking third (3rd) in DRG B for Language Arts and second (2nd) in Math. The overall scores for students in Woodbridge (*DRG B*) meeting or exceeding the state standard were ELA (English/ Language Arts) – 79.5% (*State Average 50.3 %*) and in Math –79.8% (*State Average 45.9%*) and Grade 5 Next Generation of Science – 77.1% (*State Average 62.6 %*). The Growth Rate for students that met or exceeded their individual growth targets as determined by the CT Growth Model were: ELA (English/ Language Arts) – 54.4% (*4th in DRG*) and Math – 64.1% (*1st in DRG*). It was noted that over the last several years there has been a continued dip in Grade 5 scores for Math / ELA and Growth, what the cause might be and if the data is able to pinpoint specific patterns, etc. Questions were raised relative to how the BRS data is actually used to determine growth, what the process looks like, are there similar patterns in other assessment tests / tools / universal screens and assessing student / classroom trends in addition to the school as a whole. Also noted was the enhancement of classroom libraries to ensure curriculum relevance.

BRS Update – Ms. Sherman highlighted CT Grown for CT Kids Week (October 6–10). Students had the opportunity to learn about local agriculture, meet farmers, and taste fresh, locally grown food, sampling salsa made by Massaro Community Farm; a fun, school-wide corn shucking event with corn from Grassy Hill Farm and hydroponic salad mixes from H2O Farm in Guilford. Staff participated in teacher evaluation goal setting, and BOWA curriculum and vertical articulation meetings. The PTO held the annual Picture day and the student-run BRS News series was launched for this year.

Open Choice – 2026/27 – Open Choice is an inter-district public school program intended to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs for public school students. The program allows children from Hartford, New Haven, and Bridgeport to voluntarily attend school in other districts that have space in their schools. (Danbury and Norwalk are pilot programs). Participating districts receive reimbursement from the CSDE for transportation services. Participation in this program aligns with the WSD mission of equity, excellence, and belonging; advances the district’s vision of preparing flexible, lifelong learners and responsible global citizens. Superintendent Montini presented a 10-year history and the impact this program has had on increasing diversity in Woodbridge. Currently, Woodbridge has 18 available slots, with one vacant slot for the 2025/26 school year. It is anticipated the Board will vote at the November 17 meeting on the slot allocation for the 2026/27 school year.

Curriculum Committee – Dr. Strambler indicated this committee met on October 9 to review the SBA presentation, receive an update on the World Language curriculum, (which will be posted on the web site in the coming months) and reviewed planning for the remainder of the school year. The December 4 meeting will focus on MAG.

Finance Committee – Mr. Lawrence noted the current projected surplus is \$80,000. This figure could change with the addition of a PK section mid-year as well as the recent engagement of ESS to provide additional para services. Development of the 2026/27 budget has commenced. The Committee also reviewed the transportation contract extension proposal from the Owner / Operators. As this is a regional transportation system, transportation services are shared among the BOWA districts.

MOTION #4 – TRANSPORTATION CONTRACT EXTENSION

Move that we approve the three-year transportation contract extension through sy 2029/30 as discussed in Executive Session.

Mr. Lawrence
Second by Dr. Francese
UNANIMOUS

Policy Committee – Mr. Lawrence reviewed the policies discussed by the Policy Committee at their October 6 meeting and accepted for 30-day review under the Consent Agenda.

It was suggested that Policy 6161.12 be modified as we currently do not have a Director of Curriculum.

MOTION #5 – AMEND POLICY 6161.12

Move that we amend policy 6161.12 under Section 3C and add *Assistant Principal* after “Director of Curriculum” and before “or a person of an equivalent role”.

Mr. Lawrence
Second by Dr. Francese
UNANIMOUS

It was suggested that Policy 6161.13 also be modified deleting “Instructional and” from the title.

MOTION #6 – AMEND POLICY 6161.13

Move that we amend policy 6161.13 to delete “Instructional and” from the title.

Dr. Francese
Second by Ms. Del Prete
UNANIMOUS

CABE Liaison – Board members were reminded of the CABE/CAPSS Convention on November 21/22. CABE is offering webinars on *Digital Wellbeing in the Age of Social Media and AI* on November 6, *Legislative Issues* on December 16 and *New Board Member Orientation and Leadership Conference* on December 9.

Upcoming Meeting Presentations – The regular November 17 meeting will be held in the Main Meeting Room at Town Hall and will include a report on LAS Links/MLL and an EDay update. Committee meetings will be held as follows: Policy on November 3 at 4:30 PM, Facilities on November 6 at 7:30 AM and Finance November 11 at 4:30 PM.

NEW BUSINESS

The Board ratified the recently negotiated contract with the WEA.

MOTION #7 – WEA CONTRACT RATIFICATION

Move that we ratify the Agreement between the Woodbridge Board of Education and the Woodbridge Education Association (WEA) effective July 1, 2026, through June 30, 2029.

Mr. Lawrence
Second by Ms. Del Prete
UNANIMOUS

Superintendent Montini presented an administrative resignation for acceptance. The Board extended a sincere thank you to Mr. Sapia for his enthusiasm, excitement and presence as well as the integral difference he made every day with students, staff and the community. His commitment to education was evident from the very beginning and BRS remains grateful for his contributions and inspiration. While this is bittersweet, the Board wished him all the best in his future endeavors.

MOTION #8 – MOTION #4 – ADMINISTRATIVE STAFF RESIGNATION (SAPIA)

Move that we accept the resignation of James Sapia, effective October 24, 2025, with deep regret.

Ms. Piascyk
Second by Dr. Francese
UNANIMOUS

Mr. Sapia was grateful for the opportunity and the space BRS provided him to learn and grow as an administrator and educator. The BRS community welcomed him with open arms and allowed him to be part of their child’s story and the impact that BRS has had on his life, personally and professionally, can never be taken away and will remain a part of him forever.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (9:30 PM)

Mr. Lawrence
Second by Mr. Hughes
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

Woodbridge Public School's 2025-2026 Budget Narrative

October 31, 2025

The attached financial reports represent four months (33%) of the fiscal year.

100 Series Salaries - Salaries represent 61% of the budget. Last month teacher turnover and, a vacant school Psychologist, and a vacant teacher have us estimating a \$151K surplus in certifies salaries. This month we backed that down to \$135K in as we have increased a current part time employee to full time to back fill the vacant Psychologist position. We are currently showing \$125K in non-certified salary savings, which is about \$28K less than the prior month. We have hired a one day per week Physical Therapist in house which was budgeted in the Professional Services category. Overall our salary savings are estimated at \$260K for the year.

200 Series Benefits – Benefits are 21% of our budget is based on the elections of last year's staff. With continued analysis, we have reduced our expected deficit in the health insurance line by \$38K to \$92K for the year. Overall the benefits category is showing an estimated deficit of \$25K for the year.

300 Series Purchased Professional Services- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. The \$70K deficit in this category is the net of \$28K of estimated savings by hiring a part time physical therapist in house. After further discussions with the employment service that will help us fill the vacant paraeducator positions, we now estimate that it will take a little longer to get the people hired and on boarded than previously estimated, so we decreased our projected expenses in that line to \$98K from \$130K in the prior month.

400 Series Purchased Property Services - Utility budgets are 4% of the total budget. With a little more time gone by, we are now estimating that electricity expense may exceed our budget by around \$15K. The additional cost of the public benefits charges on top our electricity usage and delivery charges are bringing that line up. Depending on the winter weather we may still have more changes in our estimated expenses up or down.

500 Series Other Purchased Services - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. Adjustments to our expected transportation and telephone charges have reduced the expected deficit in this category from \$65K for the year to \$52K.

600 Series Materials and Supplies – These supplies account for 2% of our budget. With the exception of custodial/maintenance supplies, this category is direct support for classroom instruction. We anticipate utilizing all of these funds.

700 Series Furniture and Equipment - This category represents 6/10 of one percent of the budget and we currently project to utilize all budgeted funds.

800 Series Dues and Fees – This budget category is small but important as it links staff to professional organizations that help keep them up-to-date in their respective academic fields.

900 Series Misc. Expenses - The primary expense in this category is the Ezra Nurse, a non-public health expense we are required by law to maintain.

**WOODBIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 10-31-2025**

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
100	TOTAL SALARIES	11,288,309	459,243	198,616	260,627
200	TOTAL BENEFITS	3,707,798	2,197,977	2,223,131	(25,155)
300	TOTAL PROFESS. SERVICES	533,224	376,519	446,519	(70,000)
400	TOTAL PROPERTY SERVICES	671,312	318,282	353,228	(34,947)
500	OTHER SERVICES	1,797,314	58,233	110,000	(51,767)
600	SUPPLIES & MATERIALS	386,993	193,095	193,095	-
700	TOTAL PROPERTY SERVICES	108,800	30,888	30,888	-
800	TOTAL DUES, FEES, MISC.	32,105	8,917	8,917	-
TOTAL ADOPTED BUDGET		18,525,855	3,643,153	3,564,394	78,759

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
390	OT/PT SERVICES/CONSULTING	216,380	116,882	88,882	28,000
510	TRANSPORTATION	329,662	(7,077)	-	(7,077)
560	TUITION SPECIAL ED	373,480	(51,101)	40,000	(91,101)
SPECIAL EDUCATION CARVEOUT		919,522	58,704	128,882	(70,177)

SUMMARY	
Special Ed Surplus / (Deficit)	(70,177)
Under / (Over) Spending in OTHER programs	148,936
Total Surplus / (Deficit) Projected	78,759

WOODBRIAGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED October 31, 2025

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	1,029,488	356,603	576,480	96,406	91,736	4,669
120	Teachers - Regular	6,117,471	1,149,160	4,695,327	272,984	68,350	204,634
120	Teachers - Special Education	1,181,574	283,368	965,208	(67,002)	(2,788)	(64,214)
1201	Psychologist	212,415	33,811	142,007	36,597		36,597
1203	Counselor	127,308	26,766	147,028	(46,487)		(46,487)
Sub-Total Certified Salaries		8,668,256	1,849,708	6,526,050	292,499	157,299	135,200
1303	Custodians	480,915	151,319	321,835	7,761	7,761	-
140	Nurses	191,188	37,763	146,144	7,281	7,281	-
150	Secretaries, Clerical	450,466	132,940	302,982	14,544	6,500	8,044
160	Paraprofessionals	364,785	44,078	160,735	159,972		159,972
1601	Special Education Paraprofess.	857,412	178,399	673,569	5,443	(10,725)	16,168
170/10	Salaries OT / PT	93,940	28,506	123,759	(58,325)		(58,325)
190	IT Manager and Asst.	83,596	29,685	57,552	(3,641)		(3,641)
190	Salaries, Miscellaneous	97,751	15,004	49,038	33,709	30,500	3,209
Sub-Total Non-Certified Salaries		2,620,053	617,694	1,835,614	166,745	41,318	125,427
TOTAL SALARIES		11,288,309	2,467,402	8,361,664	459,243	198,616	260,627
220	FICA	337,719	76,458		261,261	246,395	14,866
230	CMERS	457,843	60,305		397,538	349,044	48,494
270	Medical Insurance	2,866,923	1,359,970		1,506,953	1,598,953	(92,000)
280	Life Insurance	34,463	12,736		21,727	18,242	3,485
2902	Other Employee Benefits	10,850	353		10,497	10,497	-
TOTAL BENEFITS		3,707,798	1,509,821	0	2,197,977	2,223,131	(25,155)
320	Professional Development	37,325	4,338	893	32,094	32,094	-
330	Legal Fees	55,000	13,960		41,040	41,040	-
340	Software Support	30,250	18,377		11,873	11,873	-
350	Substitutes	149,435	19,639		129,796	129,796	-
390/01	Consultant Services	216,380	25,887	73,612	116,882	88,882	28,000
3902	Financial Audit	29,400			29,400	29,400	-
390	Other Prof/Tech. Services	15,434			15,434	113,434	(98,000)
TOTAL PROFESSIONAL SERVICES		533,224	82,201	74,505	376,519	446,519	(70,000)
410/01	Utilities - Electric and Water	165,500	64,413		101,087	116,034	(14,947)
420	Heating	105,000	20,839		84,161	84,161	-
430	Repairs and Maintenance	84,000	10,986	20,692	52,322	52,322	-
450	Leases and Rentals	110,123	66,188		43,935	43,935	-
4501	Building Improvements	10,500			10,500	10,500	-
490	Other Purchased Services	27,620	13,946	12,536	1,138	1,138	-
4901	Service Contracts	168,569	88,257	55,174	25,138	45,138	(20,000)
TOTAL PROPERTY SERVICES		671,312	264,629	88,401	318,282	353,228	(34,947)
510	Pupil Transportation-Regular	524,118	149,393	347,588	27,137	10,000	17,137
510	Pupil Transportation-Spec. Educ.	329,662	80,633	256,106	(7,077)		(7,077)
520	Insurance-General Liability	155,209	123,668	39,174	(7,633)		(7,633)
5201	Worker's Compensation	284,804	136,449	136,448	11,907		11,907
530	Telephone Services	18,531	9,595		8,936	13,936	(5,000)
535	Internet	25,120	16,480		8,640	8,640	-

**WOODBIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED October 31, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
537	Postage	6,840	566		6,274	6,274	-
540	Advertising	1,000			1,000	1,000	-
550	Interns	57,000	16,500		40,500	16,500	24,000
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	373,480	201,496	223,085	(51,101)	40,000	(91,101)
590	Other Purchased Services	15,550	1,900		13,650	13,650	-
TOTAL OTHER PURCH SERVICES		1,797,314	736,680	1,002,401	58,233	110,000	(51,767)
610	Instructional Supplies	151,925	56,647	8,353	86,925	86,925	-
620	Computer Software	85,288	49,782		35,506	35,506	-
625	Supplies Nurses	5,370	778	2,593	1,999	1,999	-
630	Supplies Custodial	56,050	16,673	22,505	16,872	16,872	-
635	Supplies Office	13,000	1,519		11,481	11,481	-
640	Books and Audio Visual	18,000	4,480	9,801	3,719	3,719	-
645	Subscriptions	30,960	1,050	3,257	26,653	26,653	-
650	Testing	22,700	16,386		6,314	6,314	-
690	Misc. Supplies - DW Security	3,700	75		3,625	3,625	-
TOTAL SUPPLIES & MATERIALS		386,993	147,389	46,509	193,095	193,095	0
732	Computer Hardware	89,800	76,320		13,480	13,480	-
735	Equipment - Teaching	8,000			8,000	8,000	-
740	Equipment - Building	5,000			5,000	5,000	-
745	Furniture	6,000	1,592		4,408	4,408	-
TOTAL PROPERTY		108,800	77,912	0	30,888	30,888	-
810	Dues and Fees	22,605	18,415	1,740	2,450	2,450	-
900	Other Fees	9,500	3,033		6,467	6,467	-
TOTAL DUES AND FEES		32,105	21,448	1,740	8,917	8,917	-
TOTAL ADOPTED BUDGET		18,525,855	5,307,482	9,575,220	3,643,153	3,564,394	78,759

**WOODBRIIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 10-31-2025**

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Revenues:					
Charges for services	\$64,307	\$77,710	\$3,068	\$100,063	
Intergovernmental	\$15,183				
Donations					
Other income				\$90	
Additions					
Total Revenues:	\$79,491	\$77,710	\$3,068	\$100,153	\$0
Expenditures:					
Wages, FICA, MERF	\$45,247	\$60,989		\$75,620	
Medical Insurance					
Cost of food sold	\$46,900				
Equipment					
Repairs	\$1,086				
Other Expenses	\$4,364	\$10,511	\$2,304	\$3,925	
Total Expenditures:	\$97,597	\$71,500	\$2,304	\$79,545	\$0
Year to Date Net Income / (Loss):	(\$18,106)	\$6,210	\$764	\$20,608	\$0
BOE Year to Date Cost of Health Insurance	\$12,215				
	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Assets:					
Cash	\$170,162	\$76,979	\$3,078	\$68,278	\$13,399
Prepaid Expenses					
Accounts Receivable	\$5,681	\$250	\$11	\$3,329	
Intergovernment Receivable	\$13,222				
Inventory	\$7,885				
Due From Other Funds		\$5,076	\$3,080	\$9,329	
Total Assets:	\$196,950	\$82,305	\$6,169	\$80,937	\$13,399
Liabilities:					
Amounts Held As Agent					
Accounts Payable	\$3,459				
Deferred Revenue	\$32,100	\$10,880			
Wages Payable		\$41,901			
Due To Other Funds		\$12,409			
Total Liabilities:	\$35,559	\$65,190	\$0	\$0	\$0
Fund Balance:					
Prior Year Ending Fund Balance	179,498	10,905	5,405	60,329	13,399
Year to Date Income / (Loss)	(\$18,106)	\$6,210	\$764	\$20,608	\$0
Current Fund Balance	\$161,391	\$17,115	\$6,169	\$80,937	\$13,399
	-	-	-	-	-
	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Current Fund Balance	\$161,391	\$17,115	N/A	N/A	N/A
Baseline - Minimum Fund Balance (30 days)	\$21,788	\$37,731	N/A	N/A	N/A
Operating Reserve Fund Balance (90 days)	\$65,364	\$113,194	N/A	N/A	N/A
# of Days Expenses in Fund Balance	222	14	N/A	N/A	N/A
Fund Balance Excess	\$96,027	(\$96,079)	N/A	N/A	N/A



Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, ~~except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces.~~

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

Alternate language for above:

- ~~A one-day absence is provided for students when their parent/guardian is deployed into active military service.~~
- ~~A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.~~
- ~~A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.~~
- ~~Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. The district will permit no more than ____ excused absences per year for this purpose. (Note: The local district may specify in its policy how many excused absences are permitted.)~~
- ~~An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.~~
- ~~The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.~~

(cf. 5111 - Admission)

(cf. 5113 - Attendance and Excuses)

(cf. 5123 - Promotion/Retention)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6146 - Graduation Requirements)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

Instruction

Individualized Education Program

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for **disabled children with a disability** who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

~~The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In situations in which a student's IEP requires an out-of-district or private placement, the timeline for implementing an IEP must occur within 60 school days of the PPT referral (not including the time it takes to obtain written parental consent).

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Planning and Placement Team or Individualized Education Program Team

The term "Planning and Placement Team" means a group of individuals composed of -

1. the parents of a child with a disability;
2. not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
3. not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
4. a representative of the local educational agency who –
 - a. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b. is knowledgeable about the general education curriculum; and
 - c. is knowledgeable about the availability of resources of the local educational agency;
5. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (2) through (6);
6. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
7. the school paraprofessional, if any, assigned to such child, and
8. whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Planning and Placement Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. [17a-248](#), who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT

meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/guardians and the District may agree to conduct IEP/PPT meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

General. The IEP for each child must include -

1. An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including –
 - a. How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - a. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - b. Meeting each of the child's other educational needs that result from the child's disability; and
 - c. Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- a. A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child –
 - a. To advance appropriately toward attaining the annual goals;
 - b. To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
4. A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The Planning and Placement Team (PPT), in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child's progress, and
 - Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal”. (137S.CT. at 99)

5. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
6. A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
7. The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
8. A statement of -
 - a. How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - b. How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - i. Their child's progress toward the annual goals; and
 - ii. The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
9. Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.)"

Transition services.

The district shall designate a transition coordinator who is responsible for the following:

- ~~• Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;~~
 - Ensuring parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
 - The transition coordinator may be the director of pupil personnel or another school district employee.
1. Beginning in the 2024-25 school year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.
 - ~~2. At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about the potential eligibility.~~
 - ~~3. By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.~~
 - ~~4. The IEP must include—~~
 - ~~a. For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.~~
 - ~~b. For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.~~
 - ~~5. If the Planning and Placement Team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.~~

~~**Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)~~

~~**Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.~~

Students with disabilities identified as deaf or hearing impaired. For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

1. the child's primary language or mode of communication;
2. opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
3. educational options available to the child;
4. the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
5. the accessibility of academic instruction, school services and extracurricular activities to the child;
6. Assistive devices and services for the child;
7. Communication and physical environment accommodations for the child; and
8. An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Students who are children of a member of the armed forces. If, after the start of a school year, a child of a member of the armed forces:

1. Enrolls in a school under the jurisdiction of a local or regional board of education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. Such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.
3. The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

1. hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and
2. ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

1. Ensure that such student receives the services mandated by the student's plan, and
2. Pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. Upon initiation of the sending local or regional board of education or upon the request of a parent or guardian of such student, ~~or such student if such student is eighteen years of age or older or an emancipated minor,~~ such sending local or regional board of education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. The planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the board of education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Transfers

~~Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.~~

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18).

10-76b State supervision of special education programs and services. Regulations (as amended by PA 12-173).

10-76d Duties and powers of Boards of Education to provide special education programs and services (as amended by June Special Session PA 15-5, Section 277 and PA 19-49, PA 21-46, PA 21-144, and PA 23-137).

10-76ff Procedures for determining if a child requires special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184).

~~10-76q Special education at technical education and career schools (as amended by PA 21-144).~~

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of Rowley v. Board of Education, 485 U.S.-176 (1982).

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017).

AM v. NY City Department of Education, 845F.3d 523, 541 (2d Cir.1997).

Mrs. B. v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997).

AR v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020).

PA 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52.

PA 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10).

PA 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10).

PA 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of The Armed Forces in Connecticut (Section 7).

Policy adopted:

Instruction

Special Education

The Woodbridge Board of Education shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District **to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district**, as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), **and Connecticut Statutes**.

It is the intent of the District to ensure that students who have a disability within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may have a disability within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), and representation by counsel, and a review procedure.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child's third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a student with a disability if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy.

Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child shall become eligible for special education services on their third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in

accordance with federal and state regulations. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary, students requiring special education may also be placed in private school education facilities. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.
2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.
3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:
 - a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section 10-76h of the general statutes;
 - b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section 10-158a of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section 10-266aa of the general statutes;
 - c. The amount being paid by the Board;
 - d. The special education services being provided;
 - e. The location of the facility at which such special education services are being provided;
 - f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;
 - g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

In fulfilling its legal duties and responsibilities for providing special education programs for its students, the District may be assisted through Regional Service Center and through cooperative associations with other school districts. If necessary, students may also be placed in private school education facilities as provided in state and federal statutes.

Evaluation of Special Education Program

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information *without disclosing personal identifiable information*:

1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service;
2. ~~The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and~~
3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

The report shall ~~may~~ also include recommendations of the Superintendent and staff, ~~and by any advisory groups~~, for improvement in the program.

In addition to the annual report, the Superintendent ~~shall~~ may make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

- Legal Reference:
- Connecticut General Statutes
 - 10-76a Definitions.
 - 10-76b State supervision of special education programs and services. (as amended by PA 12-173)
 - 10-76c Receipt and use of money and personal property.
 - 10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)
 - 10-76e School construction grant for cooperative regional special education facilities.
 - 10-76f Definition of terms used in formula for state aid for special education.
 - 10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
 - 10-76g State aid for special education.
 - 10-76h Special education hearing and review procedure. Mediation of disputes.
 - 10-76i Advisory council for special education.

10-76j Five-year plan for special education.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

10-76m Auditing claims for special education assistance

10-76a-1 et seq. Definitions

10-76b-1 through 10-76b-4 Supervision and administration

10-76d-1 through 10-76d-19 Conditions of instruction

10-76h-1 through 10-76h-2 Due process

10-76l-1 Program Evaluation

10-145a-24 through 10-145a-31 Special Education (re teacher certification)

10-2641 Grants for the operation of interdistrict magnet school programs

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Education Act, 20 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

~~*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)~~

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

Policy adopted:

~~August 18, 2025~~

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

STUDENT DISCIPLINE

It is the policy of the [Woodbridge](#) Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the [Woodbridge](#) School District (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, ~~both within and across schools in the District~~, while also promoting the consideration of individual circumstances arising in each student disciplinary matter.

Where appropriate, the District [utilizes](#) strategies that teach, encourage, and reinforce positive student behavior. [Such strategies include, but are not limited to, using evidence and research-based interventions, including restorative practices, and may be implemented with or without imposing discipline, as appropriate. In addition to implementing this Student Discipline policy, the District shall address student behavior in accordance with the Board’s School Climate Policy, Restorative Practices Response Policy, and any school rules, student handbook, and/or code of conduct provisions regarding the same.](#)

I. Definitions

- A. [Bullying means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.](#)
- B. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- C. [Challenging Behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.](#)
- D. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- E. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- F. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

- G. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- H. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- I. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- J. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- K. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, [Gemini](#), [Copilot](#), [Chatsonic](#) etc. capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- L. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, [status as a victim of sexual assault or status as a victim of trafficking in persons](#), or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.
- M. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

- N. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- O. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- P. **School Days** shall mean days when school is in session for students.
- Q. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- R. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- S. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- T. [Synthetically created image means any photograph, film, videotape or other image of a person that \(A\) is \(i\) not wholly recorded by a camera, or \(ii\) either partially or wholly generated by a computer system, and \(B\) depicts, and is virtually indistinguishable from what a reasonable person would believe is the actual depiction of, an identifiable person.](#)
- U. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- V. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- W. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.
- II. Scope of the Student Discipline Policy
- A. ***Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:***
1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**

2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**

D. *Misconduct Involving Cannabis:*

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures.
4. The possession, display and/or dissemination of obscenity or pornographic images or the unauthorized or inappropriate possession, display and/or dissemination of images, pictures or photographs depicting nudity, including intimate synthetically created images.
5. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
6. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

7. The use of one or more of the following: objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression); other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership; display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class; graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership; bigoted conduct or communications; and/or physical, written, electronic or verbal threats based on Protected Class membership.
8. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
9. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
10. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
11. A walk-out from or sit-in within a classroom or school building or school grounds.
12. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
13. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
14. Possession of any ammunition for any weapon described above in Paragraph 13.
15. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
16. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
17. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 17, the term "electronic nicotine delivery

system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 17, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 17, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 17, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

18. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
19. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 17 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
20. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
21. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
22. Trespassing on school grounds while on out-of-school suspension or expulsion.
23. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
24. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
25. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

26. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
27. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
28. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
29. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, **Smartwatch**, mobile or handheld device, *beeper or paging device* or similar electronic device on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
30. ~~on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.~~
31. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
32. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
33. Hazing.
34. [Challenging behavior, including, but not limited to, bullying, as defined in the Board's School Climate Policy and above.](#)
35. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
36. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
37. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.

38. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
39. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
40. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
41. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
42. Any action prohibited by any Federal or State law.
43. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in **grades three to 6, inclusive**, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to 6, inclusive**, whom the District Administration has reason to believe:
 1. was in **possession on school grounds, on school transportation, or at a school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument or a martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds or school transportation in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.

- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to **6**, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher,

the teacher must send the student to a designated area and notify the [building principal or designee](#) at once.

- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

- A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through 6, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. [Prior to conducting the informal hearing referenced above, an administrator, school counselor or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act. If a student is determined to be a homeless child or youth, the responsible administrator or the administrator's designee must consider the impact of homelessness on the student's behavior during the informal hearing.](#)
 - 3. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:
 - a. in grades three to 6, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-

school suspension or expulsion, including positive behavioral support strategies,
or

- b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
4. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.
5. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
6. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.
7. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
8. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
9. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
10. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.

11. Notice of the suspension shall be recorded in the student's cumulative educational record. *The WBOE expects that* such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A 10, above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
 12. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to *high school* graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
 13. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.
 14. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student and ~~if the student is a minor~~, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student and ~~if the student is a minor~~ to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Superintendent or designee.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

- e. The student may cross-examine witnesses called by the Superintendent or designee.
- f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

[4. Prior to conducting the expulsion hearing, an administrator, school counselor, or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act.](#)

D. *Hearing Procedures:*

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
- 3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
- 4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.

5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (10), (11), (12), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. [If a student is determined to be a homeless child or youth as described in Subsection IX.C\(4\), the Board \(or the impartial board\) must consider the impact of homelessness on](#)

the student's behavior. Such student may not be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the student's behavior. If the student is identified as a homeless child or youth and is expelled more than one time, the student shall be provided a meeting with the District's Homeless Education Liaison.

15. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
16. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
17. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
18. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.
19. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

F. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

G. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. ~~*If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.*~~

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents ~~*and/or student over the age of 18*~~ understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

~~B. ***Students sixteen (16) to eighteen (18) years of age:***~~

- ~~1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.~~
- ~~2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.~~
- ~~3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.~~

~~C. ***Students eighteen (18) years of age or older:***~~

~~The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.~~

~~D. Content of Alternative Educational Opportunity~~

- ~~1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.~~
- ~~2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.~~

~~E.B. *Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):*~~

~~Notwithstanding Subsections X.A. through D. above, If the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.~~

~~F. *Students for whom an alternative educational opportunity is not required:*~~

~~The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.~~

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. *The WBOE expects* such notice, *except for notice of an expulsion of a student in grades nine through twelve, inclusive*, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student’s period of expulsion is shortened or waived in accordance with Section IX.D(17), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by

the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to *high school* graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to *high school* graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

A. *Student moving into the District:*

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.
2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. *Student moving out of the District:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending

expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. ***Suspension of IDEA students:***

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District, except as set forth in subsection (3) below.
3. If an IDEA student is being suspended and that student has already been removed from their current *educational* placement for ten (10) school days in the same school year, school personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, so long as the suspension does not constitute a change in placement. If the suspension constitutes a change in placement, subsection (B) below will apply.

B. ***Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).

2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Removal of Special Education Students for Certain Offenses:*

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XIII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

- c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 - 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 - 2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of the student's disability.
 - 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 - 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under

subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

- [§ 10-15c](#) [Discrimination in public schools prohibited. School attendance by five-year olds](#)
- § 10-16 Length of school year
- § 10-74j Alternative education
- §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
- ~~§ 10-222d~~ ~~Safe school~~ [§ 10-222aa through 10-222kk School climate plans. Definitions. Safe school climate assessments](#)
- §§ 10-233a through 10-233f Suspension and expulsion of students
- § 10-233l Expulsion and suspension of children in preschool programs
- [§ 10-236c](#) [Disruptive or harmful behavior. Behavior intervention meetings for certain students. Notice to parents](#)
- § 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

- § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
- § 21a-240 Definitions
- § 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
- § 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
- §§ 21a-408a through 408p Palliative ~~Use~~use of ~~Marijuana~~marijuana
- § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- § 29-38 Weapons in vehicles
- [§ 46a-58](#) [Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. Restitution](#)
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age
- Public Act ~~24-452~~25-168, Sec. 261, “An Act Concerning ~~Education Mandate Relief, School Discipline and Disconnected Youth.~~the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.” (definition of “synthetically created image”)
- Public Act ~~24-93~~25-93, “An Act ~~Concerning Various and Assorted Revisions to the~~Increasing Resources for Students, Schools and Special Education ~~Statutes.~~”
- [Public Act 25-139, “An Act Concerning Human Trafficking and Sexual Assault Victims.”](#)
- Packer v. Board of Educ. of the Town of Thomaston*, 717 A.2d 117 (Conn. 1998).
- State v. Hardy*, 896 A.2d 755 (Conn. 2006).
- State v. Guzman*, 955 A.2d 72 (Conn. App. Ct. 2008).
- Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal Law:

- Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
- [Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.](#)
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
- [Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.](#) 18 U.S.C. § 921 (definition of “firearm”)
- 18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
- 18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
- 21 U.S.C. § 812(c) (identifying “controlled substances”)
- 34 C.F.R. § 300.530 (defining “illegal drugs”)
- Gun-Free Schools Act, 20 U.S.C. § 7961
- Honig v. Doe*, 484 U.S. 305 (1988)
- U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline (May 2023)*
- [Take It Down Act, Public L. 119-12](#)

McKinney Vento Homeless Assistance Act, 42 U.S.C. § 11343a

ADOPTED: _____

REVISED: _____

~~8/14/2024~~ 10/28/2025

Supt recommendation is to delete in its entirety and adopt Shipman version.

~~*CABE—This is a mandated and newest of this policy. Revised definition of “bullying” to align with Connecticut School Climate Policy and provides details related to hearings and due process adding a section on expunging of records.*~~

Students

Suspension and Expulsion/Due Process

~~The Woodbridge Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seeks to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.~~

~~It is the goal of the Woodbridge Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.~~

~~In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.~~

Policy Objectives

- ~~1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.~~
- ~~2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.~~
- ~~3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.~~
- ~~4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.~~
- ~~5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.~~
- ~~6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.~~

Policy Guidelines

1. Clear Expectations and Communication:

- ~~• Establish and communicate clear behavioral expectations and the consequences of violating them.~~
- ~~• Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.~~

2. Progressive Discipline Framework:

- ~~• Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.~~
- ~~• Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.~~

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally-responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

The Woodbridge Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Woodbridge School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. "**Exclusion**" shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. "**Removal**" shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. "**In-School Suspension**" shall be defined as an exclusion from regular classroom activity ~~for no more than ten five consecutive school days~~, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in ~~any the school attended by the student building under the jurisdiction of the Board of Education.~~
4. "**Out of School Suspension**" shall be defined as an exclusion from school privileges or from transportation services ~~for no more than ten (10) consecutive school days~~, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. ~~An out-of-school suspension for students in Grades 3-6 shall not exceed ten days. An out-of-school suspension imposed for children in PreK to Grade 2 shall not exceed five days.~~

5. **"Expulsion"** shall be defined as an exclusion from school privileges, for any student in Grades 3 to 6, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. ~~To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.~~

~~Unless an emergency exists, no student shall be expelled without a formal hearing, provided Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.~~

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

7. **"Days"** is defined as days when school is in session.

8. **"School sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.

9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

11. **"Firearm"**, for purposes of this policy, will carry the definition of 18 U.S.C. 921, as amended from time to time.

12. **"Vehicle"** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. **"Martial arts weapon"** means a nunchakum kama, Kesari fundo, octagon sai, tonfa or Chinese star.

14. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

15. **"Alternate education"** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).

16. **"Dangerous instrument"** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

17. ~~“Seriously disruptive of the educational process” means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.~~

~~B. Scope of the Student Discipline Policy~~

~~a) Conduct on School Grounds or at a School-Sponsored Activity~~

~~Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.~~

~~b) Suspension for Conduct Off School Grounds~~

~~1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:~~

~~a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.~~

~~b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.~~

~~Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.~~

~~In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration and/or the Board of Education or impartial hearing board may consider, but such consideration shall not be limited to the following factors; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.~~

~~C. Exclusion from Co-Curricular and Extra-Curricular Activities~~

~~Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out of state and abroad.~~

~~D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion~~

~~A student may be suspended or expelled (Grades 3-6 inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:—Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:~~

~~1. Striking or assaulting a student, members of the school staff or other persons.~~

~~2. Theft.~~

~~3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.~~

~~4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.~~

~~5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.~~

~~6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.~~

Suspension and Expulsion/Due Process**D. — Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (Continued)**

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- ~~7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.~~
- ~~8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.~~
- ~~9. A walk-out from or sit-in within a classroom or school building or school grounds.~~
- ~~10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).~~
- ~~11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.~~
- ~~12. Possession of any ammunition for any weapon described above in paragraph 11.~~
- ~~13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.~~
- ~~14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.~~
- ~~15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.~~
- ~~16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.~~
- ~~17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.~~
- ~~18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.~~
- ~~19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.~~
- ~~20. Trespassing on school grounds while on out of school suspension or expulsion.~~
- ~~21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.~~
- ~~22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.~~
- ~~23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.~~
- ~~24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.~~

- ~~25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.~~
- ~~26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.~~
- ~~27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie-talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.~~
- ~~28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.~~
- ~~29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.~~
- ~~30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.~~
- ~~31. Hazing.~~
- ~~32. "Bullying" is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.~~
- ~~33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~
- ~~34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.~~
- ~~35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.~~
- ~~36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.~~
- ~~37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.~~
- ~~38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

 - ~~a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;~~
 - ~~b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;~~
 - ~~c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);~~
 - ~~d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;~~
 - ~~e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;~~
 - ~~f. Deliberate refusal to obey the directions or orders of a member of the school staff;~~
 - ~~g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender, sexual orientation, or any other basis prohibited through Woodbridge Board of Education Policy 0521, "Nondiscrimination";~~
 - ~~h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;~~
 - ~~i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;~~
 - ~~j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;~~
 - ~~k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;~~~~

- ~~l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;~~
- ~~m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;~~
- ~~n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;~~
- ~~o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;~~
- ~~p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;~~
- ~~q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;~~
- ~~r. Repeated unauthorized absence from or tardiness to school;~~
- ~~s. Intentional and successful incitement of truancy by other students;~~
- ~~t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;~~
- ~~u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;~~
- ~~v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;~~
- ~~w. Lying, misleading or being deceitful to a school employee or person having authority over the student;~~
- ~~x. Unauthorized leaving of school or school-sponsored activities;~~

~~E. Removal From Class~~

- ~~1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.~~
- ~~2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.~~
- ~~3. No student shall be removed from class more than six (6) times in any year, nor more than twice in one week, unless such student is referred to the building Principal or his/her designee and granted an informal hearing to discuss his/her behavior. The administrator will notify the student's parent/guardian promptly.~~
- ~~4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self harm or caused physical harm to a teacher, another student or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.~~

~~Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such~~

~~teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.~~

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, ~~Grades PreK-6 inclusive~~, for one full calendar year if:

- ~~1. The student, on grounds or at a school sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.~~
**A firearm, as currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*
- ~~2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.~~
- ~~3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.~~
- ~~4. A firearm, as defined by C.G.S. 53a-3, includes any sawed off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.~~
- ~~5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.~~

G. Suspension Procedure

~~All suspensions shall be in-school suspensions unless the administration determines, for any student in grades 3 to 6, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies. A student in grades PK-2, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.~~

- ~~1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.~~

~~The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.~~

~~Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.~~

~~If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.~~

~~Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 1143a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.~~

~~In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.~~

~~The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.~~

~~In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.~~

Out-of-School Suspensions

~~All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student.~~

- ~~1.—Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a) —Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
 - b) —Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
 - c) —Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.~~

- ~~2.—Grades 3–6, inclusive, if, resulting from a due process hearing:~~
- ~~a) The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.~~
 - ~~b) The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:~~
 - ~~i.—previous disciplinary problems that have led to suspensions or expulsion of such student; and~~
 - ~~ii.—efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.~~

~~Length of Suspension Period:~~

~~In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.~~

~~An out-of-school suspension shall not exceed ten school days for students in Grades 3–6.~~

~~An out-of-school suspension shall not exceed five school days for children in preschool through Grade 2.~~

~~For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration specified program and meets any other administration required conditions. Such program shall be at no expense to the student or his/her parents/guardians.~~

~~General provisions:~~

~~No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing **as provided in paragraph H(5)** is first granted pursuant to sub-sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below.~~

~~No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing **as provided in paragraph H(5)** is first granted pursuant to sub-sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below.~~

~~H. Expulsion Procedures~~

~~The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy **if after holding a formal hearing, it is** in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.~~

~~A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.~~

~~For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.~~

~~**Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator,**~~

~~school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time.~~

~~If it is determined that such student is a homeless child or youth:~~

- ~~i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.~~
- ~~ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.~~
- ~~iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.~~

~~Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, as detailed below in Section K—Notification, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.~~

~~The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent the student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon after the expulsion as possible.~~

~~Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.~~

~~Alternatively, the Board may appoint an impartial hearing officer composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.~~

~~I. Formal Hearings/Due Process~~

~~The procedure for~~ Any hearing conducted under this paragraph shall at least include the right to:

- ~~a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that students under sixteen (16) years old who are expelled must be offered an alternative educational opportunity;~~
- ~~b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;~~
- ~~c. The opportunity to be heard in the student's own defense;~~
- ~~d. The opportunity to present witnesses and evidence in the student's defense;~~
- ~~e. The opportunity to cross-examine adverse witnesses;~~
- ~~f. The opportunity to be represented by counsel at the parents'/student's own expense; and~~
- ~~g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;~~
- ~~h. The opportunity to have the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language;~~
- ~~i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.~~

The record of the hearing held in any expulsion case shall include the following:

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and
- d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

- a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
- b. The Board of Education shall give effect to the rules of privilege by law;
- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
- d. Documentary evidence may be received in the form of copies or excerpts;
- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
- h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Sec. 10-233d., whichever is earlier.

Expulsion:

~~Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Sec. 29-38 of the general statutes.~~

- ~~1. shall be expunged from the cumulative educational record by the board of education if a student graduates from high school, or~~
- ~~2. may be expunged from the cumulative educational record by the board of education before a student graduates from high school if:
 - ~~a) in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Sec. 10-233d., such board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such board pursuant to subdivision (2) of subsection (c) of Sec. 10-233d, or~~
 - ~~b) such student has demonstrated to such board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The board of education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.~~~~

K. Notification

- ~~1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.~~
- ~~2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.~~
- ~~3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age, shall include information concerning parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT Legal Service a source of such services) and how to access such services. The notification shall **reference the maximum number of suspension days before the expulsion days proceed. Five (5) consecutive days for students in preschool to Grade 2, 10 consecutive days for students in Grades 3-6** and include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon as after the expulsion as possible.~~

L. Stipulated Agreements

~~In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.~~

~~If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.~~

~~If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the~~

~~parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.~~

~~**M. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")**~~

~~**If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.**~~

~~J. Students with Disabilities~~

~~A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration), in consultation with the child's special education teacher, shall make the service determination.~~

~~If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.~~

~~Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.~~

~~**N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")**~~

~~**1. Suspension of IDEA students**~~

~~Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students the following procedures shall apply:~~

- ~~a. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to suspend was made.~~
- ~~b. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.~~

~~**2. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students**~~

~~Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:~~

~~a. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.~~

~~b. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.~~

~~The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.~~

~~c. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.~~

~~d. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.~~

~~e. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.~~

~~f. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.~~

~~3. Transfer of IDEA Students for Certain Offenses:~~

~~School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:~~

~~a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school sponsored activity, or~~

~~b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school sponsored activity; or~~

~~c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.~~

~~The following definitions shall be used for this subsection XII-C.~~

~~a. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.~~

~~b. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).~~

~~c. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal~~

law.

- d. ~~Serious bodily injury means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.~~

~~P. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")~~

1. ~~Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:~~
 - a. ~~The parents of the student must be notified of the decision to recommend the student for expulsion.~~
 - b. ~~The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.~~
 - c. ~~If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.~~
 - d. ~~If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.~~
2. ~~The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.~~

~~O. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center~~

1. ~~Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.~~
2. ~~If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.~~

1. ~~If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.~~

~~If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such~~

~~expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.~~

- ~~1. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.~~
- ~~2. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.~~
- ~~3. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.~~
- ~~4. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.~~

~~K. Q. Alternative Educational Opportunity~~

~~The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Such alternative educational opportunity shall be equivalent to alternative education, as defined by the Connecticut State Department of Education, C.G.S. 10-74j, with an individualized learning plan (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided during the period of expulsion.~~

~~Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes.~~

~~L. R. Other Considerations~~

1. ~~If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement.~~
2. ~~If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.~~
3. ~~If a student in grades preschool to 6, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.~~
4. ~~The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.~~
5. ~~Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.~~
6. ~~A student expelled for possession of a firearm, or deadly weapon, dangerous instrument, or martial arts weapon shall have the violation reported to the local police department.~~
7. ~~The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.~~
8. ~~An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent as appropriate, may condition such readmission on specified criteria.~~
9. ~~Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.~~
10. ~~Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the board of education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.~~

~~A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.~~

~~Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.~~

~~**S. Change of Residence During Expulsion Proceedings**~~

~~1.—Student moving into the school district~~

- ~~a.—If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.~~
- ~~b.—Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.~~

~~2.—Student moving out of the school district:~~

~~Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.~~

~~T.—Compliance with Documentation and Reporting Requirements~~

- ~~1.—The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).~~
- ~~2.—The Board of Education shall report all suspensions and expulsions to the State Department of Education.~~
- ~~3.—If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.~~
- ~~4.—If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.~~

Readmission of Student from a Residential Placement

~~A District student who has committed an expellable offense who seeks to return to a District school, after **after participating in a diversionary program or having been detained** in a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).~~

~~Students and parents shall be notified of this policy annually.
(cf. 5125—Student Records; Confidentiality)~~

~~Legal Reference:—Connecticut General Statutes~~

~~4-176e through 4-180a.—Contested Cases. Notice. Record, as amended~~

~~10-74j Alternative education (PA 15-133)~~

~~10-222d Safe school climate plans. Definitions. Safe school climate assessments.~~

~~10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126 **PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, PA 25-67 and PA 25-93**~~

~~10-2331 Expulsion and suspension of children in preschool programs~~
~~19a-342a Use of electronic nicotine delivery system or vapor product prohibited.~~
~~29-38 Weapons in vehicles~~
~~53a-3 Definitions~~
~~53a-217b Possession of Firearms and Deadly Weapons on School Grounds~~
~~53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.~~
~~53-206 Carrying of dangerous weapons prohibited.~~
~~PA 15-96 An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two~~
~~GOALS 2000: Educate America Act, Pub. L. 103-227~~
~~Title III—Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)~~
~~Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994~~
~~P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.~~
~~Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.~~
~~P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.~~
~~18 U.S.C. §921—Definitions of "firearms"~~
~~18 U.S.C. §930(g)(2)—Definition of "dangerous weapon"~~
~~18 U.S.C. §1365(h)(3)—Identifying "serious bodily injury"~~
~~21 U.S.C. §812(e)—Identifying "controlled substances"~~
~~PA 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14~~
~~PA 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12~~
~~PA 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)~~
~~PA 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)~~
~~PA 94-221 An Act Concerning School Discipline and Safety~~
~~20 U.S.C. Section 7114, No Child Left Behind Act~~
~~PA 14-229 An Act Concerning the Expungement of a Pupil's Cumulative Education Record for Certain Expulsions~~
~~PA 16-147 An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee~~
~~PA 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes~~

Policy adopted: June 21, 2021

WOODBRIIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

WOODBRIIDGE SCHOOL DISTRICT 2026/27 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
		1	2	X3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST (1)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25*	26*	27*	28
(31)				

SEPTEMBER (20)				
Mon	Tue	Wed	Thu	Fri
	(1)	2	3	4
X7	8	9	10	11
14	15	16	17	18
X21	22	23	24	25
28	29	30		

OCTOBER (21)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
X12	(13)	14	(15)	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17)				
Mon	Tue	Wed	Thu	Fri
2	3*	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25*	X26	X27
30				

DECEMBER (17)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	(23)	X24	X25
28	29	30	31	

JANUARY (19)				
Mon	Tue	Wed	Thu	Fri
				X1
4	5	6	7	8
11	12	13	14	15
X18	19	20	21	22
25	26	27	28	29

FEBRUARY (18)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
X15	16	17	18	19
22	23	24	25	26

MARCH (21)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10*	11	12
15	16	17	18	19
22	23	24	25	X26
29	30	31		

APRIL (17)				
Mon	Tue	Wed	Thu	Fri
			1	2
(5)	6	(7)	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY (20)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
X31				

JUNE (10)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
(14)	15	16	17	18
21	22	23	24	25
28	29	30		

NO SCHOOL/ BUILDING CLOSED	X
Jul. 3	Independence Day
Sep. 7	Labor Day
Sep. 21	Yom Kippur
Oct. 12	Columbus/Indigenous Day
Nov. 3	Teacher Workshop
Nov. 25	Teacher Workshop
Nov. 26-27	Thanksgiving Holiday
Dec. 24-Jan. 1	Holiday Recess
Jan. 18	MLK Day
Feb. 15	Presidents' Day
Feb. 15-16	Winter Vacation
Mar. 10	Eid/Teacher Workshop
Mar. 26	Good Friday
Apr. 12-16	Spring Vacation
May 31	Memorial Day

ABBREVIATED DAYS ()	
Aug. 31	First Day Students
Sep. 1	Second Day for Students
Oct. 13	Parent/Tchr Conference
Oct. 15	Parent/Tchr Conference
Dec. 23	Holiday Recess
Apr. 5	Parent/Tchr Conference
Apr. 7	Parent/Tchr Conference
Jun. 14	Last Day for Students

181 Student Days
187 Teacher Days
184 Staff Days

OPEN HOUSES	
Sep. 2	Grades K, 5 & 6
Sep. 3	Grades 3, 4 / MAG
Sep. 8	Grades 1, 2 / PK

Note: No Extended Day Coverage on Parent Conference Days

WORKSHOP DAYS *	
NO SCHOOL FOR STUDENTS	
Aug. 25-27, Nov. 3	
Nov. 25, Mar. 10	

WBOE MEETINGS	
July 20	Jan. 19
Aug. 17	Feb. 22
Sep. 22	Mar. 15
Oct. 19	Apr. 19
Nov. 16	May 18
Dec. 21	June 21

Kdg. Bus Ride/Safety Demo Aug. 24

New Teacher Orientation Aug. 24 and 28

Diwali	Sat/Nov. 8
Lunar New Year	Sat/Feb. 6

SNOW DAYS MAKE-UP
June 15-25
Additional Days Starting
April 12

Report Card Distribution Dec. 4, Mar. 12 and June 14



Extended Day Program
Eday@woodbridgeps.org
203-823-3347 (cell)



The Extended Day Administrative team is: Mr. Anthony Taddei (Director) and Mr. Timothy Rourke (Assistant Director)

The Beecher Road School Extended Day Program is an afterschool program operating from dismissal to 6:00 p.m. throughout the school year. The program will begin on Wednesday, August 27, 2025.

****There will be no Extended Day on Parent Teacher Conference days and minimum days for the 2025-2026 school year.**

We are committed to ensuring that your child is safe and happy while you're at work! We are following the school's safety protocols to keep students safe in our afterschool setting. We offer a variety of activities such as: art, technology, Indoor and Outdoor Games, science, Dance party, Bingo, Legos and so much more. We also offer homework time for all grade levels as well as opportunities to play outside. The staff provides a relaxing environment where children from Kindergarten to sixth grade may play with friends in both structured and unstructured activities. We also provided snacks for the children every day.

Certified teachers and teacher assistants from Beecher Road School are the core of the program. We also have hired 10 of the top Amity High school students who have experience working with children to assist in our program. A Certified Nurse is on-site from 3:30 pm-6:00 pm to handle any medical needs.

The Extended Day Program fees are paid **monthly** and vary according to the **number of days** per week a child attends. The only exception is on August 27th, 28th and 29th where parents can only register their child/children using our Daily Drop-in fee. Program fees have remained the same for over fifteen (15) years, however, do to the rising cost of staffing, snacks, supplies and fixed costs our program pays the District we have modestly increased our fees to cover our costs. There is **no limit** to the number of Beecher Road School students that can attend our program.

Number of Days	
<u>Per week</u>	<u>Cost/Month</u>
1	\$ 126.00
2	\$ 228.00
3	\$ 288.00
4	\$ 324.00
5	\$ 354.00

Daily Drop-in fee \$40

The registration process is paperless and online. Programs and registration information will be available on the website the week of Monday, August 18, 2025.

Extended Day 2025-2026

- Extended Day Team (Picture)/years of service to EDay
- 2025-2026 Flyer
- Communication (18 new radios-year 3)/Recreation
- Cell Phone (203) 823-3347
- Monthly Classes postings/ correct/incorrect registration
- Outline of the day / Average number of students daily
- Revenue/expenses/staffing challenges
- Coordinated Fire Drills with Recreation Department

WBOE Facilities Committee Meeting November 6, 2025
Thursday, May 2, 2024
Superintendent's Conference Room

CALL TO ORDER: Mr. Hughes, Chair, called the meeting to order (7:31 AM).

BOARD MEMBERS PRESENT: Mr. Jeff Hughes, Dr. Jay Dahya; Lynn Piascyk.

STAFF: Christopher Montini, Superintendent; Donna Coonan, Director of Business Services / Operations and Vito Esparo, Facilities Manager.

Mr. Esparo provided overview of the projects recently accomplished in his monthly report. Highlights included valve actuator replacements, picnic bench and fencing replacements, refurbishment of the auto scrubber vacuum motor, installation of a magnetic pole filter on the DT loop to increase filtration and water treatment testing. Completion of the HVAC winter changeover and winter preparedness prep. School-wide radon testing is scheduled for November.

The Committee also reviewed the proposed 2026-31 Capital Plan. This plan will also be reviewed by the Finance Committee at their meeting on November 11, 2025.

Meeting Adjourned (8:31 AM).

Woodbridge Board of Education
Proposed Capital Budget
For the Period 2027-2032



Presented November 17, 2025

Proposed Six Year Capital Plan Fiscal Years 2027-2032

DRAFT

Project Description	Cost Estimate	FY27	FY28	FY29	FY30	FY31	FY32	Area	Type	Originally Requested
Flooring/Casework Replacement and Abatement in Art Room	120,000		\$ 120,000					S-Wing	Cabinets	FY 2012-2013
Replace Flooring in Classrooms A1, A4, A8, D6, Dwing Hall	80,000		80,000					Various	Flooring	FY 2013-2014
Replacement of 1970's Casework	62,500		62,500					S-Wing	Cabinets	FY 2012-2013
Exterior Building Painting Dwing and South	159,250		159,250					Exterior	Paint	FY 2012-2013
HVAC Retrocommissioning	\$ 62,680		\$ 62,680					Building wide	HVAC	FY 2024-2025
Milestone Server Upgrade (for security cameras)	39,925		39,925					Building wide	Technology	FY 2025-2026
Elevator Refurbishment	160,000			160,000				Kitchen	Equipment	FY2023-2024
Replace 11 Unit Ventilators	80,000				80,000			Building wide	HVAC	FY 2019-2020
*Building Expansion and or Reorganization	50,000,000	TBD	TBD	TBD	TBD	TBD	TBD	Building wide	Bldg. Systems	FY 2022-2023
**Repair As Needed Option from Building Assessment	11,250,000	-	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000	Building wide	Bldg. Systems	FY 2025-2026
Totals		\$ -	\$ 2,774,355	\$ 2,410,000	\$ 2,330,000	\$ 2,250,000	\$ 2,250,000			

The District will eventually bring forward either one or the other of the blue shaded options, not both.

* This is an estimated figure. The actual cost to Woodbridge will be dependent upon construction costs less reimbursement available from the State of Connecticut.

**The building is in need of significant improvements. Repair As Needed Option from Antinozzi Presentation estimated \$45M of repairs and upgrades needed over 20 years.

This \$11.25M represents five years worth of \$45M in repairs and upgrades. They will occur as needed and not uniformly as presented here.

1) Project: Flooring/Casework Replacement and Abatement in Art Room

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Replace Art Room cabinets and flooring



There is known asbestos in the coating under the Art Room sink

and in a few spots.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 120,000					\$ 120,000
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ 120,000

E. Operating Costs

\$ -

5) Proposed Financing

General Fund	\$ 120,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -	_____	_____	Other	_____	_____	_____

Comments: Remaining area of asbestos to abate in Art Room under sink. Need to replace delapidated casework.
Bandroom carpet has an old and musty smell

1) Project: Replace Flooring in Classrooms A1, A4, A8, Dwing Hall

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Cracked and lifting tiles are problematic and a tripping
hazard.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

- A. Planning & Engineering
- B. Land & ROW
- C. Construction
- D. Equipment Purchase

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ 80,000					\$ 80,000
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTALS \$ - \$ 80,000 \$ - \$ - \$ - \$ - \$ 80,000

E. Operating Costs

\$ -

5) Proposed Financing

General Fund	\$ 80,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -		_____	Other	_____		_____

Comments: Staff recommends replacement with a no stripping or waxing product to save on cleaning supplies.

1) Project: Replace Various 1970's Casework in Classrooms

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Replace dilapidated casework in S Wing classrooms



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ 62,500
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ 62,500
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 62,500	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	_____	_____	_____	Other	_____	_____	_____

Comments:

1) Project: Repaint Exterior of Beecher Road School

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: The various wings of BRS are on different paint schedules.

The south campus building, behind the pool is in need of paint and creeping vines.

Facia board, campus wide is difficult to maintain.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 159,250	\$ -				\$ 159,250
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 159,250	\$ -	\$ -	\$ -	\$ -	\$ 159,250

E. Operating Costs \$ -

5) Proposed Financing

General Fund	\$ 159,250	% Percent	100%	Federal Aid	_____	% Percent
Bond Issue	_____	_____	_____	Other	_____	_____



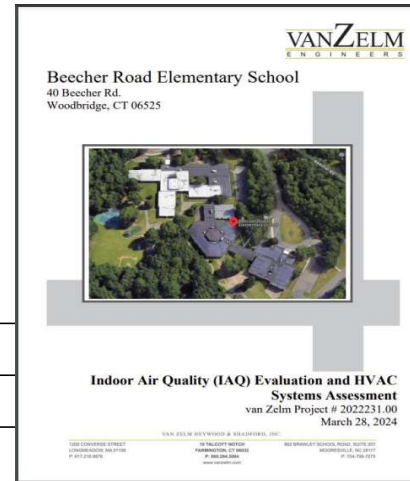
Comments: We are requesting this item one year out to give time to determine what will be done with space planning for BRS.

1) Project: HVAC Retrocommissioning

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: This recommendation came out of our Indoor Air Quality

Evaluation and System Assessment performed by Van Zelm Engineering in 2023.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 62,680					\$ 62,680
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 62,680	\$ -	\$ -	\$ -	\$ -	\$ 62,680
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 62,680	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -	_____	_____	Other	_____	_____	_____

Comments: **Due to the age of the building and changes over the years in occupancy, systems and codes, consideration for HVAC rebalancing and system recommissioning to current design requirements will provide added benefits to building performance and operations.**

Quote from Key Takeaway Section from IAQ Report

1) Project: Milestone Server Replacement

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Our "Milestone Server" runs a professional video management
system used for managing security cameras, recording video and surveillance. Our current
server will be five years old in 2028 which is the industry standard for refreshing hardware
of this nature.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 39,925					\$ 39,925
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 39,925	\$ -	\$ -	\$ -	\$ -	\$ 39,925

E. Operating Costs

							\$ -
--	--	--	--	--	--	--	------

5) Proposed Financing

		% Percent		% Percent
General Fund	\$ 39,925	100%	Federal Aid	_____
Bond Issue	\$ -	_____	Other	_____

Comments:

1) Project: Plan For Eventual Elevator Replacement

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: The current elevator is now 28 years old. Our model the

Ascension 2000 is no longer supported by elevator companies and there are no new
replacement parts. Used parts are getting harder to come by as this model has not been supported for many years.
Eventually our circuit boards will be repair only and will need to be sent out and hope the repair is successful. That could meant a lot of
down-time for the elevator that services our cafeteria program.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ -					\$ -
D. Equipment Purchase	\$ -	\$ -	\$ 160,000	\$ -	\$ -		\$ 160,000
TOTALS	\$ -	\$ -	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000

E. Operating Costs \$ -

5) Proposed Financing

	% Percent		% Percent
General Fund \$ <u>160,000</u>	<u>100%</u>	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:

1) Project: Plan for Future Replacement of 11 Unit Ventilators

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: The units are over 30 years old. They are working but staff

would like to plan for their eventual failure and replacement.



Estimated Expenditures by Fiscal Year

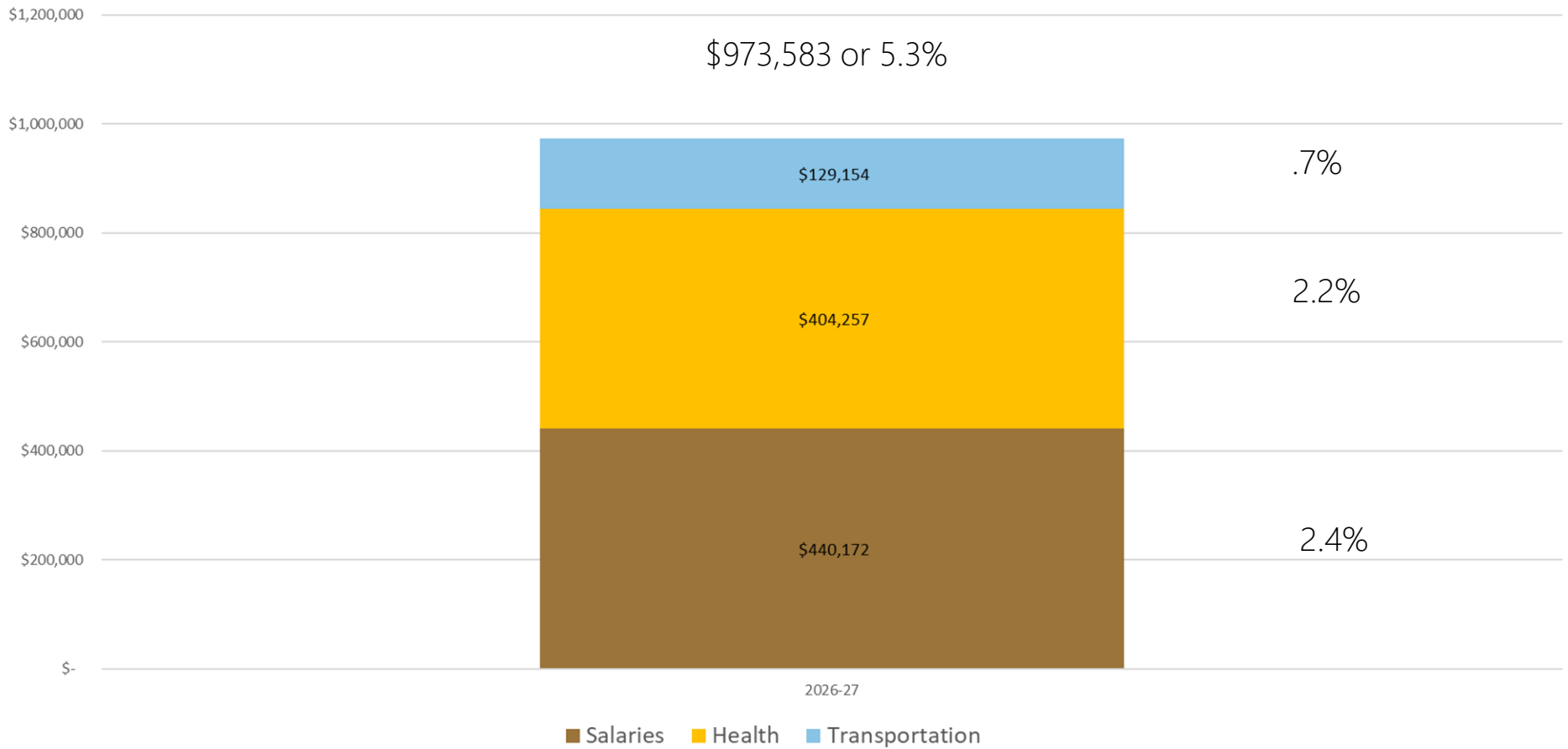
4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
D. Equipment Purchase	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
TOTALS	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 80,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	_____	_____	_____	Other	_____	_____	_____

Comments:

2026-27 Budget Drivers



BUDGET BY OBJECT

2026-27 BUDGET DRIVERS

Description	Obj#	ACTUAL FY2025	BUDGET FY2026	PROPOSED FY2027	\$ Change	% Change
Salaries:						
Salaries Admin	110	999,210	1,029,488	1,063,262	33,774	3.3%
Salaries Teachers	120	7,274,827	7,632,768	7,879,900	247,132	3.2%
Salaries Custodian	130	473,208	480,915	499,071	18,156	3.8%
Salaries Nurses	140	184,787	191,188	198,294	7,106	3.7%
Salaries Secretaries	150	394,979	442,998	458,030	15,032	3.4%
Salaries T.A.	160	1,043,947	1,222,197	1,257,925	35,728	2.9%
Salaries Misc	190	270,631	288,755	371,998	83,243	28.8%
Salaries Total		10,641,588	11,288,309	11,728,481	440,172	3.9%
Medical Insurance	270	2,757,847	2,866,923	3,271,180	404,257	14.1%
Transportation	510	783,513	853,780	982,934	129,154	15.1%

MINUTES OF THE WBOE POLICY COMMITTEE
Superintendent's Conference Room
November 3, 2025

CALL TO ORDER: Ms. Williamson called the meeting to order at 4:32 PM.

IN ATTENDANCE: Erin Williamson, Chair (in person); Lynn Piascyk (in person), Steven Lawrence (remote), Board of Education Members; Mary Vincitorio, WEA and Christopher Montini, Superintendent.

PUBLIC COMMENT: None

Policies 5118.2 (a new policy Military Families), 6159 (a new policy IEPs), 5114 (revised policy Student Discipline/Suspension/Expulsion) and 6171 (revised policy SpEd) were reviewed.

- 5118.2 last bullet on Page 1, 5th sentence delete “*except that any such... to end of bullet*”. Delete “*alternate language*” in its entirety. Forward for 30-day review.
- 6159, 2nd paragraph last sentence strike “disabled” and after children add “with a disability”. Strike 3rd paragraph in its entirety. Under *Information Provided to Parents...*, 3rd paragraph strike “IEP” and replace with “PPT”. Under *Alternate Assessments*, 2nd and 3rd paragraphs strike “IEP” and replace with “PPT”. Under *Transition Services* delete 1st bullet in its entirety. Under #1 delete last sentence, and #2 through #5. Delete *Transfer of Rights and Students with disabilities Convicted as Adults and Incarcerated in Adult Prisons*. On Page 6, delete *Transfers* etc. until “If the Board...”. On Page 7 under #1 delete “*or such student if such student is eighteen years of age or older or an emancipated minor,*”. Page 7 delete “*Transfers*” paragraph. Delete 10-76q SpEd...reference. Forward for 30-day review.
- 5114 it was the recommendation of the Superintendent that given the numerous legislative changes and the legalities involved in “due process” that the current policy be deleted in its entirety and replaced with the policy draft from Shipman and Goodwin and that minimal, if any, changes be made. 1st paragraph, 5th sentence delete *both within and across schools in the District*. Page 7, #29, add *Smartwatch* after *Smartphone*, add *beeper or paging device* after “device” in 3rd sentence, delete #30 in its entirety. Page 8/9, under IV(A), (B) and (E) change grade to “6”. Page 10 VII(A) and 3a change grade to “6”. Page 12, #11 beginning of 2nd sentence, add “*The WBOE expects that*”. Page 12 #12, in 1st sentence add “*high school*” before “graduation”. Page 13 under C1 and C2, strike “*if the student is a minor*”. Page 17(G) Delete last sentence of 1st paragraph and strike “*and/or student over the age of 18*” in the 2nd paragraph. Page 17, under X delete (B) through (D) in their entirety. Page 18, (E) IDEA, delete “*Notwithstanding Subsections X.A. through D. above*” in 1st paragraph and (F) in its entirety. Under XI, 2nd sentence of 1st paragraph add “The WBOE expects” before “such notice” and delete “*except for notice of an expulsion of a student in grades nine through twelve, inclusive*” in the same sentence. Page 19, 2nd paragraph, add “*high school*” before “graduation”. Page 20, XIII (A3) add “*educational*” between “current placement”. Modify legal references accordingly. Forward for 30-day review.
- 6173 no additional changes were made by the Committee. Forward for 30-day review

The next meeting will be held on December 1 at 4:30 PM.

PUBLIC COMMENT: None

Meeting Adjourned: 6:11 PM

A mandated policy (NEW)

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Statement of Policy:

The Woodbridge Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Woodbridge Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display, or program shall be removed from library media centers, or programs be canceled, because of the origin, background, or viewpoints expressed in such material, display, or program, or because of the origin, background, or viewpoints of the creator of such material, display, or program. Library and other educational materials, displays, and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee, any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out, or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by **the review committee** on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The Woodbridge Board of Education will review and update this policy as necessary every five years.

Definitions

"Library and other educational material" means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Definitions (continued)

"School library staff member" means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

"Individual with a vested interest" means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed, or any student currently enrolled in a school at the time a reconsideration form is filed.

"Remove" means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

Material Review and Reconsideration Procedure

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display, or student program by submitting a request for recommendation form to the principal of the school in which the library and other educational materials are being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
 - a. The Superintendent, or the Superintendent's designee;
 - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee;
 - c. the Director of curriculum, **Assistant Principal** or a person in an equivalent position;
 - d. a representative from the local or regional board of education;
 - e. at least one grade-level-appropriate teacher familiar with the library material provided, the teacher selected is not the individual who submitted the form;
 - f. a parent or guardian of a student *age thirteen years or younger* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - g. a parent or guardian of a student *aged fourteen years or older* enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form;
 - h. a certified school librarian employed by such board or employed by another board of education in the state.

Instruction/Community Relations

Library Material Review and Reconsideration Policy

Material Review and Reconsideration Procedure (continued)

In cases where such form is submitted by a student enrolled in *grades nine to twelve*, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

4. The **review committee** shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's *Collection Development and Maintenance Policy*.
5. The **review committee** shall make a *written decision* on whether to remove the challenged material *within sixty school days* from the date of receiving such request and provide a copy of the committee's decision and report to *the individual with a vested interest who submitted the form and to the principal of the school*.
6. The individual with a vested interest who submitted the *request for reconsideration form* may appeal to the *review committee's decision* to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the school district's website.

General Provisions

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Policy adopted:

cps 6/25

WOODBRIAGE SCHOOL DISTRICT

Request for Reconsideration of Library Books/Materials

Title _____

Author _____ Publisher _____

This request was initiated by

Parent/Guardian

Student

Other (please specify) _____

The material is best described as a:

Book

Video or Online Content

Periodical/Magazine

Other Media. Please specify _____

Please answer the following questions:

1. Did you read, view, or listen to the entire work? If not, what parts did you examine?

2. In what specific ways do you think this work is inappropriate for students?

3. What have you been told about the educational purpose of this material?

6161.12
1312.3
Form 1

4. What do you believe is the theme or purpose of this material?

5. For what age group would you recommend this material?

6. Are you aware of the judgment of this work by literary critics and/or professional educators/organizations?

7. What are the valuable aspects of this material?

8. What do you feel may be the results of students reading, listening to, or viewing this material?

9. What work/material of equal or superior value would you recommend replacing the one in question?

10. Please explain your reasons for your objection:

Signature of Complainant

Date

**WOODBRIAGE SCHOOL DISTRICT
WOODBRIAGE, CONNECTICUT**

Request for Appeal of Reconsideration of Library and Other Educational Materials Decision

Full Legal Name: _____ **Title of Material:** _____

Address: _____ **Telephone Number:** _____

Author: _____ **Publisher:** _____

Date the Reconsideration Decision was communicated to you: _____

Please explain why you are appealing against this decision:

How do you believe the review committee failed to follow the reconsideration process?

Are you submitting any documentation with this appeal? If so, please list/describe supporting documents:

The Woodbridge Board of Education shall determine whether the reconsideration process was followed and will publish the decision on the internet web site of the school district.

WOODBIDGE SCHOOL DISTRICT
WOODBIDGE, CONNECTICUT

Sample Letter to Complainant

Date: _____

Complainant Name
Address Line 1
Address Line 2

Dear [Complainant's Name],

Thank you for bringing your concerns regarding one of our school's library materials to our attention. In accordance with Connecticut state law, our school has a procedure in place to adjudicate concerns and reconsideration requests.

To facilitate this review, we kindly request that you submit a *Request for Reconsideration of Library Books and Materials* form to clearly identify the specific content you find objectionable and describe the nature of your concerns. Once your submission is received, it will be forwarded to the District Library Review Committee for formal consideration. The Committee's review process includes thoroughly reviewing the material, assessing its educational value, and addressing all concerns raised.

If you have any questions or require assistance with this process, please do not hesitate to contact me at [phone number or email address].

Thank you for engaging with us to support a thoughtful and responsible approach to creating libraries that meet the needs of all students.

Sincerely,

[Your Name]

[Your "Vested Interest" Identity]



Community Relations/Instruction

~~Instructional and~~ Library Collection Development and Maintenance Policy

The Woodbridge Board of Education recognizes that library ~~and other education~~ materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library ~~and other educational~~ materials that is relevant to the research, independent reading interests and educational needs of students based on a student's age, development or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade level-appropriate library ~~and other educational~~ materials.

The Woodbridge Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library ~~and other educational~~ materials within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Policy adopted:



Community Relations/Instruction

Library Display and **Student Program Policy**

Library displays and student programs are critical in serving as resources for voluntary inquiry and the dissemination of information and ideas, as well as promoting free expression and free access to ideas by students.

The Woodbridge Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Woodbridge Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefore, and Provisions Related to Revenue and Other Items Implementing the State Budget.

Policy adopted:

Community Relations

Public Complaints

The Woodbridge Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress to a grievance, complaints will be referred back through the appropriate administrative channels for a solution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel of complaints on matters related to discipline, instruction, or instructional materials should begin with the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, Principal, Superintendent, and finally to the full Board.

The Woodbridge Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the Board members.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

~~The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. The Board's decision is final.~~

Challenged Material

~~A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.~~

~~In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.~~

~~(cf. 1220—Citizens' Advisory Committees)~~

~~(cf. 1312.3—Library Material Review and Consideration)~~

~~(cf. 5145.2—Freedom of Speech/Expression)~~

~~(cf. 6144—Controversial Issues)~~

~~(cf. 6161—Equipment, Books, Materials: Provision/Selection)~~

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972),
cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, **Month 9 Day 9 Year 1981** 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted: **March 19, 2012**

Woodbridge School District

Open Choice

Woodbridge Board of Education
October 21, 2025





Background and Purpose

- Open Choice is an interdistrict public school program intended to:
 - **improve academic achievement;**
 - **reduce racial, ethnic, and economic isolation; and**
 - **provide a choice of educational programs for public school students.**
- The program allows children from Hartford, **New Haven**, and Bridgeport to voluntarily attend school in other districts that have space in their schools. (*Danbury and Norwalk are pilot programs*)
- Supported by state funding and administered by Area Cooperative Educational Services (ACES).



Background and Purpose

- Students living in New Haven have the opportunity to apply to attend public schools in the suburbs, where seats are available. Students must continue to reside in New Haven in order to be eligible for the program.
- Students living in the suburbs have the opportunity to apply to attend specific magnet schools in New Haven, where seats are available.
- A lottery is held to assign students who applied for available seats.

<https://www.aces.org/schools-programs/aces-open-choice/about-open-choice>

EdSight



Program Goals and Alignment

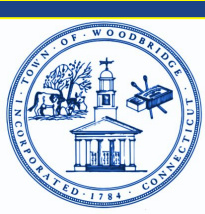
- Promote educational equity and access.
- Foster relationships among diverse communities.
- Enhance academic and social outcomes for all students.
- Support regional collaboration and shared responsibility.
- Aligns with the WSD mission of equity, excellence, and belonging.
- Advances the district's vision of preparing flexible, lifelong learners and responsible global citizens.

PORTRAIT OF THE GRADUATE

The BOWA Portrait of the Graduate illustrates a respectful, self aware citizen who, through a determined course of scholastic experiences, displays the following characteristics...



COLLABORATOR	EMPATHIZER	PROBLEM SOLVER	PLANNER	COMMUNICATOR
<ul style="list-style-type: none"> •Recognizes themselves as a steward of a greater community •Listens openly to various perspectives •Advocates respectfully for one's own ideas •Establishes meaningful connections with others •Takes responsibility for authentic contributions 	<ul style="list-style-type: none"> •Acknowledges and affirms the feelings of self and others •Connects and understands their own thoughts, needs, and perspectives as well as those of others •Respects differences and demonstrates humility •Demonstrates compassion through helping and supporting others 	<ul style="list-style-type: none"> •Observes and asks questions willingly •Analyzes and synthesizes information from multiple sources •Perseveres through adversity •Acknowledges limitations and seeks helpful resources •Views challenges as opportunities for growth 	<ul style="list-style-type: none"> •Manages time •Engages in reflection for individual improvement •Prepares for responsible personal financial decision making •Makes choices that promote personal wellness, joy, and contentment 	<ul style="list-style-type: none"> •Takes an active role when listening and in expressing thoughts and opinions •Takes risks to have difficult and courageous conversations to communicate divergent perspectives •Engages and empowers others •Understands their audience and adjusts the message

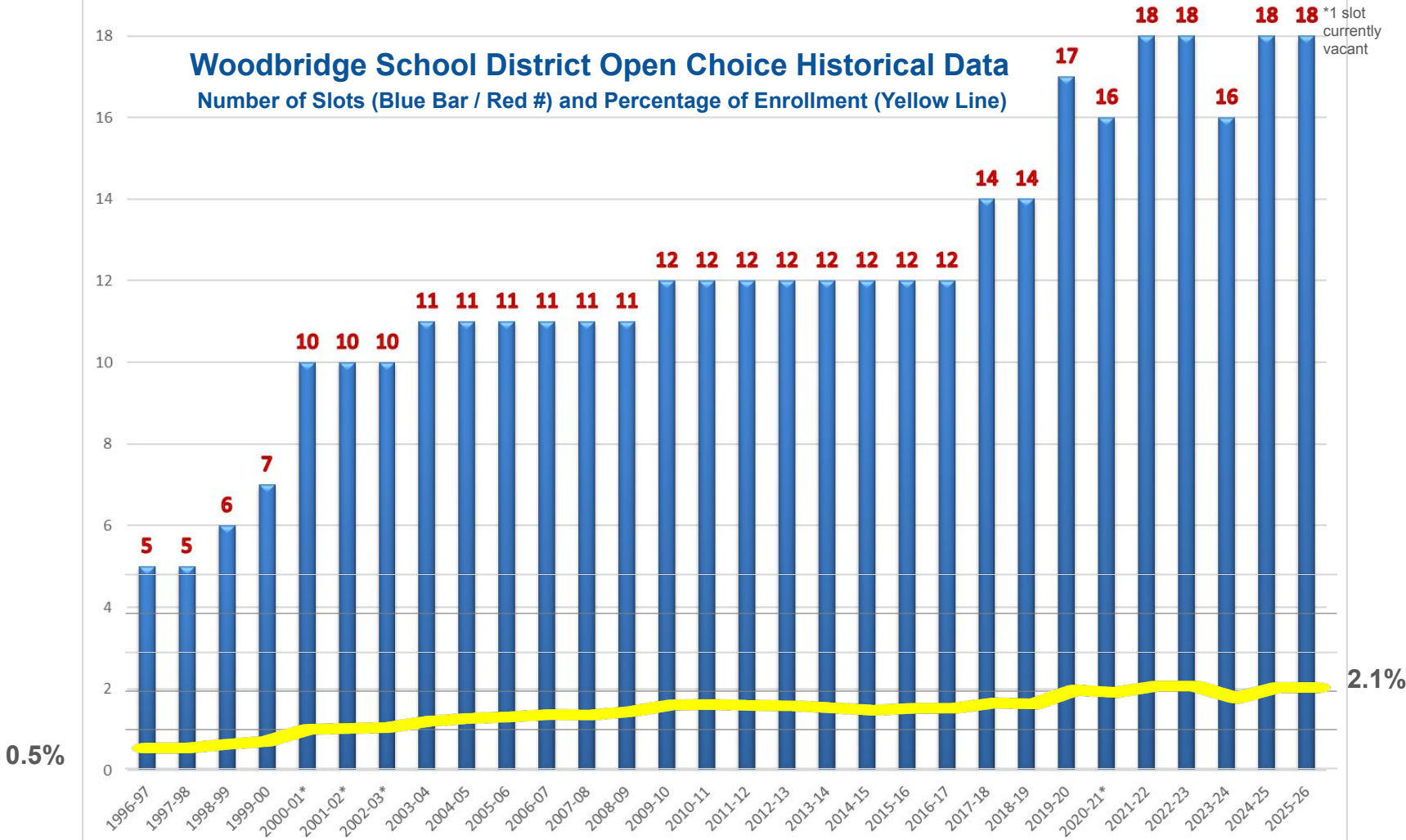


ACES Open Choice Participation by District 2025-2026

District	Total Slots	Enrollment	% of Enrollment	District	Total Slots	Enrollment	% of Enrollment
Ansonia	1	2404	0.04%	New Haven	77	18817	0.41%
Bethany	4	430	0.93%	North Branford	22	1546	1.42%
Branford	57	2567	2.22%	North Haven	50	3214	1.56%
Cheshire	39	4317	0.90%	Orange	1	1254	0.08%
East Haven	2	2857	0.07%	Region 5	45	2138	2.10%
Guilford	5	3080	0.16%	Woodbridge	18	862	2.09%
Milford	9	5218	0.17%				

Woodbridge School District Open Choice Historical Data

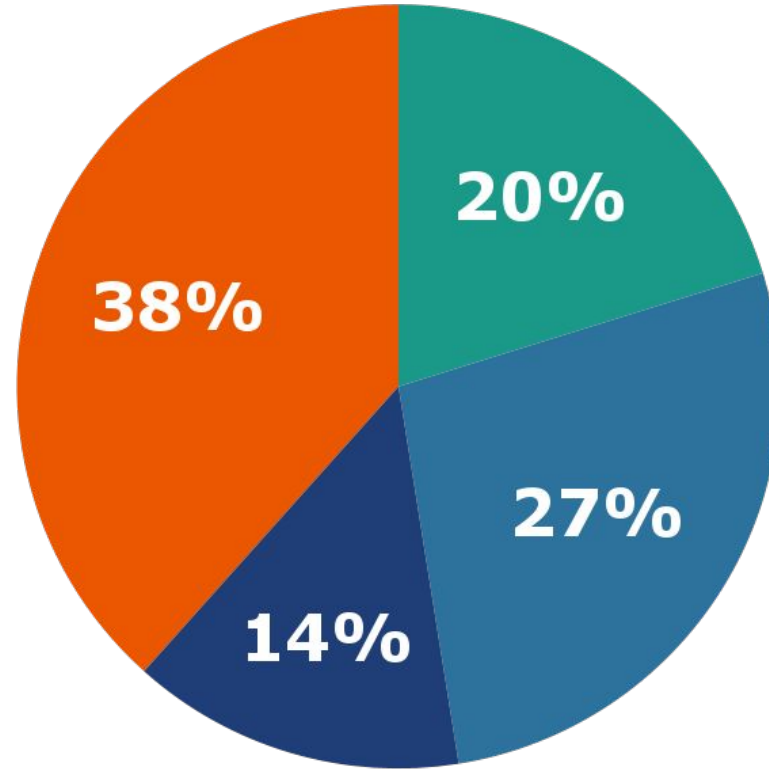
Number of Slots (Blue Bar / Red #) and Percentage of Enrollment (Yellow Line)



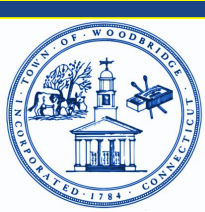
*1 slot currently vacant



Open Choice Student Race and Ethnicity 10 Year History

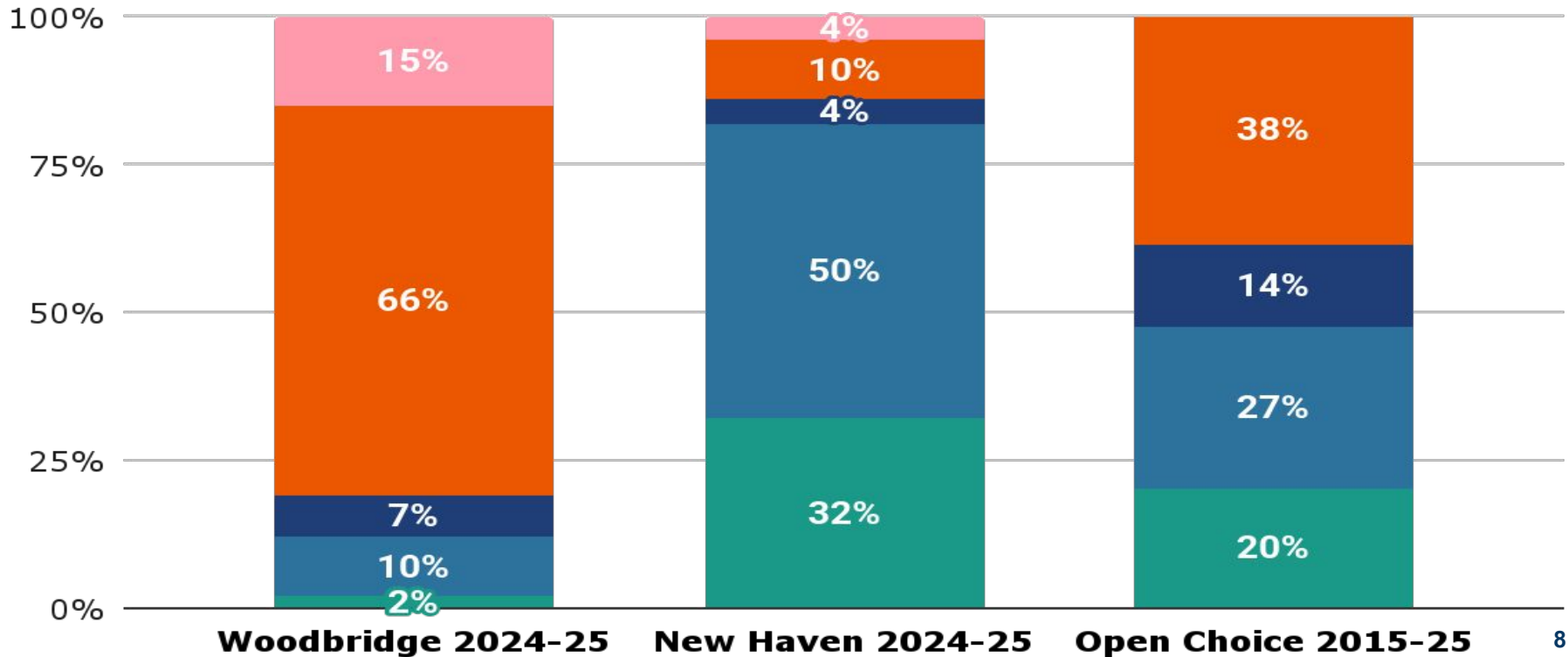


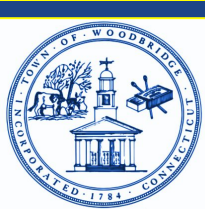
- Black or African American
- Hispanic or Latino
- Two or More Races
- White



Student Race and Ethnicity

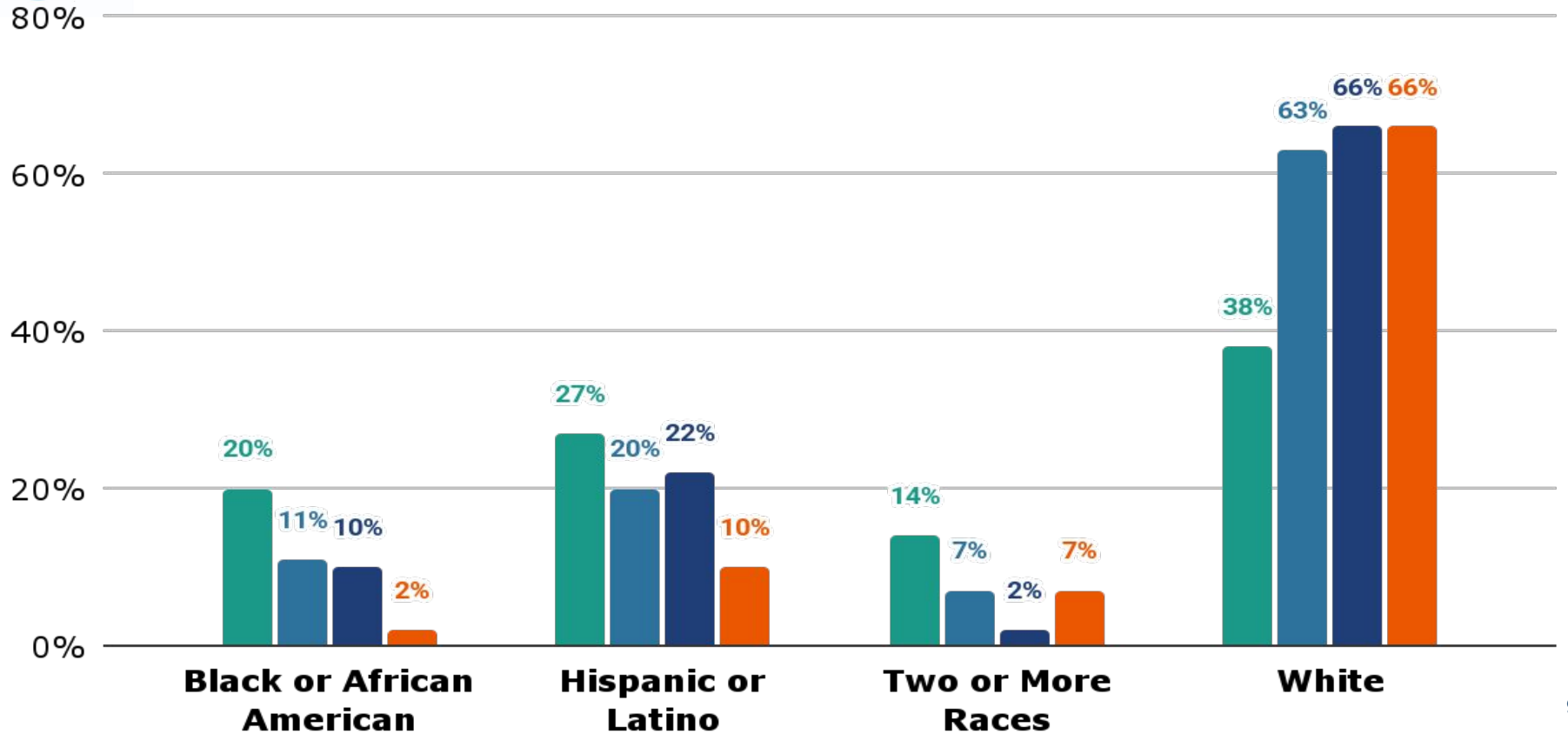
Asian White Two or More Races Hispanic or Latino
Black or African American





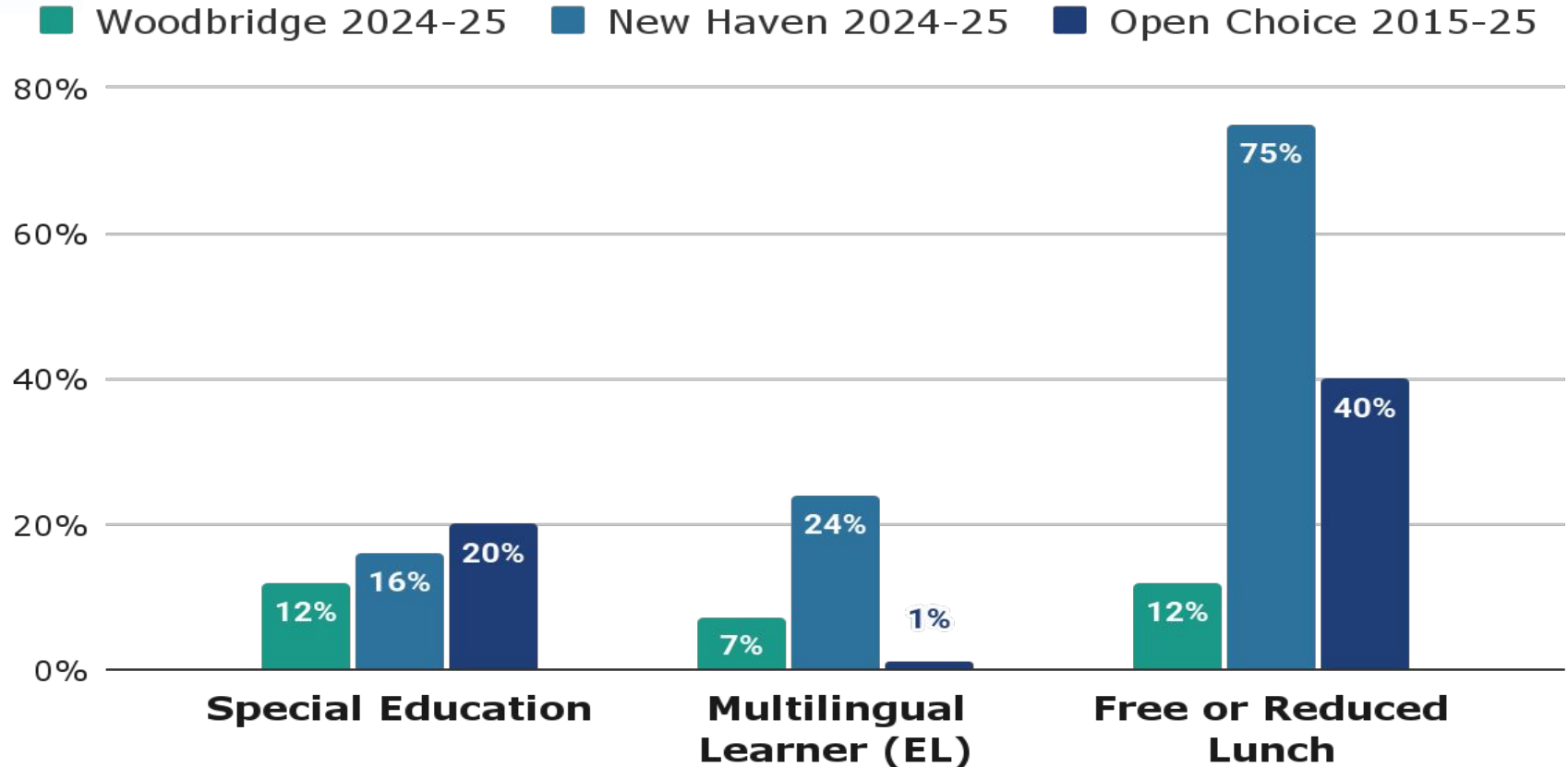
Open Choice Student Race and Ethnicity - 10, 5, and 3 Years

■ 10 Years ■ 5 Years ■ 3 Years ■ WSD 24-25





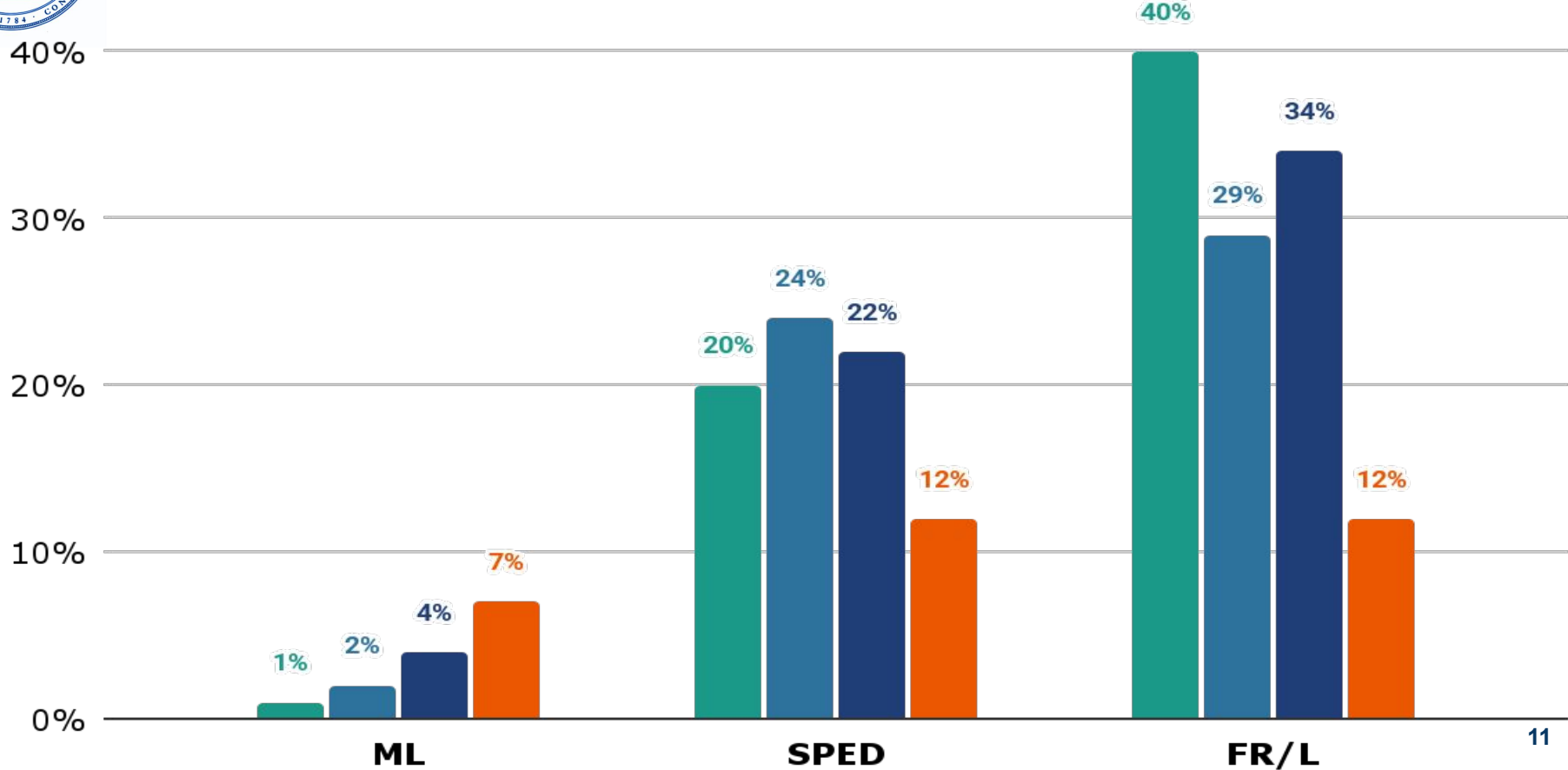
Student High Need Comparison

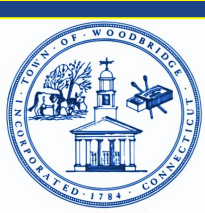




Open Choice Student High Need Comparison - 10, 5, and 3 Years

■ 10 Years ■ 5 Years ■ 3 Years ■ WSD 24-25

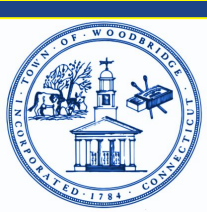




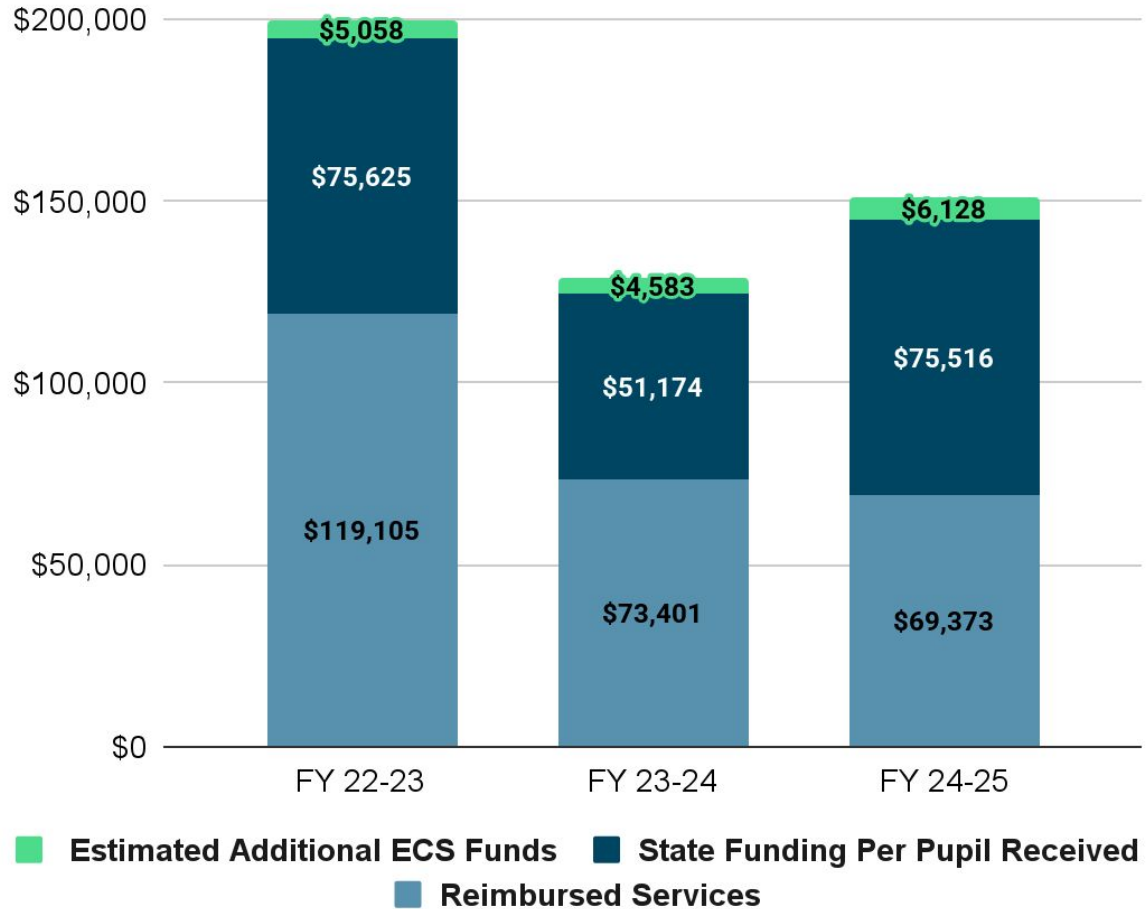
Open Choice Grant Amounts Per Student

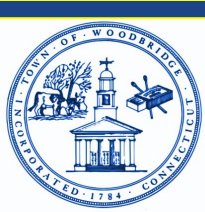
Percentage of Receiving District's Total Enrollment Who are Open Choice Participants	Per-Student Grant Amount District Receiving Open-Choice Students
Less than 2%	\$3,000
2% to less than 3%	\$4,000
3% to less than 4%	\$6,000
Greater than 4%	\$8,000

**In addition, sending and receiving districts split the ECS allocation for each participating student. (18 participants equals 9 more students for the ECS allocation)*



Open Choice Receipts





ACES Open Choice At BRS

2025-2026 2026-2027

Grade Level	Total Slots	Average Class Size	Grade Level	Total Slots	Average Class Size
Kindergarten	3	17.00	Kindergarten	1 (or 2)	17.17
Grade 1	3	17.40	Grade 1	3 (or 4)	16.25
Grade 2	1	18.83	Grade 2	3	17.00
Grade 3	3	20.00	Grade 3	1	18.83
Grade 4	5	19.67	Grade 4	3	20.00
Grade 5	1	21.17	Grade 5	5	20.00
Grade 6	1	20.83	Grade 6	1	21.17
Total	17		Total	18	