

AGENDA
SHERMAN BOARD OF EDUCATION
REGULAR MEETING
WEDNESDAY, DECEMBER 4, 2019
THE SHERMAN SCHOOL - LIBRARY MEDIA CENTER
7:00 PM

Vision Statement

**We enable all Sherman Students to become the best possible version of themselves.
We provide an environment where our children develop into empathetic, self-directed,
critical thinkers who don't give up when faced with challenges.**

1. CALL TO ORDER, ROLL CALL AND PLEDGE OF ALLEGIANCE
2. CELEBRATIONS
 - 2.1 High School National Honor Society Inductees
 - 2.2 Support Staff Recognition
3. PUBLIC COMMENTS
4. ADDITIONS TO THE AGENDA
5. CONSENT AGENDA
 - 5.1. Review of Minutes:
 - Minutes - Special Meeting, November 4, 2019
 - Minutes - Regular Meeting, November 6, 2019
 - Minutes - Executive Session, November 6, 2019
 - Minutes - Maintenance Meeting, November 21, 2019
 - Minutes - Policy Meeting, November 21, 2019
 - Minutes - Maintenance Meeting, October 8, 2019
 - Minutes - Maintenance Meeting, October 9, 2019
 - 5.2. Personnel Actions
 - Appointment
Amber Rusco, Paraprofessional, Effective November 25, 2019
 - Resignation
Tammy Raiano, Paraprofessional, Effective November 27, 2019
 - 5.3. Monthly Enrollment Report
 - 5.4. Monthly Budget Report 2019-2020 Budget by Function & Summary of Funds
 - 5.5. Disposal of Damaged/Obsolete Items by the Maintenance Department
6. APPROVAL OF CURRENT BILLS
 - 6.1. 2019-2020 Current Bills
7. ORAL REPORTS
 - 7.1. SPTO Update
 - 7.2. Sub-Committee
 - 7.3. Chair

- 7.4. Superintendent Update
 - Strategic Plan Update
 - Parent feedback
- 8. PRESENTATION
 - 8.1 XP Expo Student Presentations
- 9. NEW BUSINESS
 - 9.1 2020-2021 Budget Development Timeline Enc. 9.1
 - 9.2 First Reading Policy 3152 Spending Public Funds for Advocacy Enc. 9.2
 - 9.3 First Reading Policy 3160 Transfer of Funds Between Categories; Amendments Enc. 9.3
 - 9.4 First Reading Policy 3313.5 Affirmative Action Enc. 9.4
 - 9.5 First Reading Policy 3432 Budget & Expenditure Reports, Annual Financial Statement Enc. 9.5
 - 9.6 First Reading Policy 3516 Safety Enc. 9.6
 - 9.7 First Reading Policy 3524.1 Pesticide Application Enc. 9.7
- 10. UNFINISHED BUSINESS
 - 10.1 Second Reading Policy 5131 Students/Conduct and Discipline Enc.10.1
 - 10.2 Second Reading Policy 6171 Instruction/Special Education Enc.10.2
 - 10.3 Second Reading Policy 6172.1 Instruction/Gifted and Talented Students Enc.10.3
 - 10.4 Update on Engaging an Architectural Firm for Conceptual Design Services
 - 10.5 Discussion and Possible Approval to Eliminate Policies 5144 and 5114 as they are Replaced by Policy 5131
 - 10.6 Update on Climate and Culture Investment
- 11. COMMUNICATIONS
- 12. PUBLIC COMMENTS
- 13. BOARD OF EDUCATION COMMENTS
- 14. FUTURE MEETING AND TOPICS
 - 14.1 Board of Education Meeting - Wednesday, January 8, 2020 at 7:00 PM
- 15. ADJOURNMENT

REMINDER: Agenda suggestions for the next business meeting are due to the Chairperson or Superintendent by 12:00 noon November 13, 2019. Copies of agenda enclosure are available for examination at the Superintendent's Office at the Sherman School during business hours: 8:00 AM to 4:00 PM Monday through Friday.



SHERMAN SCHOOL DISTRICT

Timeline for 2020-2021 Budget Development

DATE	ACTIVITY
December 4, 2019 7:00 PM	Propose 2019-2020 Budget Development Timeline to Board
January 8, 2019 7:00 PM	First Budget Transfers Report for 2019-2020 at Regular BOE Meeting
TBD	Initial budget prep meeting BOE Chair and Budget Chair, Vice-Chair, and Director of Finance and Operations, Superintendent
January 27, 2019 6:00 PM	Budget workshop # 1 Initial discussion regarding Strategic Plan Overall walkthrough, Staffing, Special Education
February 12, 2020 6:00 PM	Budget Workshop # 2 HS Tuition, Transportation, Security, Student Activities, Curriculum & Instruction, Technology, Other Regular Programs, Maintenance and Operations, and Fiscal Services
February 24, 2020 6:00 PM	Budget Workshop # 3 Overall budget review
March 4, 2020 7:00 PM	2020-2021 Recommended Draft Budget Presented at Regular BOE Meeting
March 9, 2020 7:00 PM	Selectman review BOE recommended draft budget
March 18, 2020 7:00 PM	Budget Workshop # 4 (If needed following feedback from BOS)
April 1, 2020 7:00 PM	Town of Sherman Public Hearing on School Budget
April 1, 2020 7:00 pm	Formal adoption of BOE's 2019-2020 Final Recommended Budget
May 2, 2020 6:00 AM - 9:00 PM	Town of Sherman Budget Referendum Voting

DRAFT

P3152

Business/Non-Instructional Operations

Spending Public Funds for Advocacy

The Board of Education recognizes that C.G.S. 9-369b prohibits the expenditure of municipal funds to influence a vote on a pending referendum question. This includes the dissemination of printed materials and the preparation of video and website presentations. The Superintendent is directed to avoid violating this prohibition which applies to in-kind expenditures as well as direct expenditures of money. Individuals violating this prohibition are personally liable.

The school District will not use its automated calling system, electronic mail, text, telephone or other electronic or automated means for the purpose of reminding or encouraging parents/guardians and students about the time, date and place concerning referenda and encouraging them to vote. This prohibition shall not apply to a regularly published newsletter or similar publication.

The community notification system, maintained by the town/city/municipality, at the direction of the chief elected official of such town/city/municipality, or with respect to a referendum called by a regional school district, the request of the chairperson of the regional board of education having jurisdiction over such city/town/municipality involved in the regional school district, may be used to send or publish a notice informing all residents enrolled in the notification system of the time and location of the referenda, a statement of the question as it appears on the ballot or referendum and any other approved material. Such notice shall not advocate approval or disapproval of the proposal or attempt to influence the outcome of the referendum.

The Board recognizes that school officials and Board members retain their First Amendment rights to express their position on the proposed school budget or other referendum questions. The prohibition contained in this policy only pertains to the expenditure of public funds.

It is further recognized that individuals, individually or collectively, can spend private funds to advocate for a referendum result, as they see fit, as permitted by the regulations of the State Elections Enforcement Commission.

The Board further recognizes the statutory right of any community member to bring a complaint if such individual claims to have been aggrieved in connection with a referendum by (1) an election official's ruling, (2) a mistake in the vote count, or (3) a violation of prohibited acts concerning absentee voting. A person may file a complaint with any judge of the Superior Court.

Legal Reference: Connecticut General Statutes

9-355 Official neglect or fraud

9-357 Fraudulent registration

9-358 False swearing before registrar, moderator or board

9-359 Absentee ballots

9-359a False statement in absentee balloting. Class D felony

9-360 Fraudulent voting

9-361 Primary or enrollment violations

9-369b Local questions and proposals. Explanatory text. Use of community notification systems. Expenditures of state and municipal funds to influence vote prohibited. Preparation and printing of certain materials permitted. Civil penalty. Summaries of arguments for or against local questions (as amended by PA 00-92, PA 04-117, PA 13-247 and PA 15-173).

9-369b Explanatory text related to lead question. Expenditures of state and municipal funds to influence vote prohibited. Exception. Civil penalty. (as amended by PA 00-92 and PA 04-117.)

Policy adopted: January 6, 2010

Rev. ?

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

DRAFT

R3152

Business and Non Instructional Operations

Spending Public Funds for Advocacy

1. Expenditure of Public Funds for Advocacy Prohibited

With two exceptions discussed below, no expenditure of state, municipal or regional school district funds can be made to influence any person to vote for approval or disapproval of any referendum question. The ban applies when a referendum is pending.

A referendum question is pending when the necessary legal conditions have been satisfied to require the publication of the warning (notice) of the referendum. For example, a referendum is pending when a sufficient number of signatures have been certified by the Town Clerk under C.G.S. 7-7 or when the selectmen, or other authorized government official, have determined that a referendum will be conducted.

2. Pro-Con Summaries

By ordinance, a municipality may provide for the preparation and printing of concise summaries of arguments in favor of and opposed to a referendum question for which an explanatory text is prepared under Section [9-369b\(a\)](#) or (b). The ordinance must provide for a committee to prepare these summaries. Other conditions for this exception are specified in Section [9-369b\(d\)](#).

3. Press Releases and Constituent Responses Permitted

The other exception is that an official can express his/her views on pending referendum at a bona fide news conference, and may use public funds, facilities, and supplies to prepare a press release to be disseminated at the conference. Also, an official may use public funds, facilities and supplies to respond to a constituent request for information concerning the referendum, including the official's views. The exception is lost however, if the official responds to the citizen's request with the knowledge that the response will be disseminated to others in the community.

4. Children in School as Couriers

Children in school may not be used as couriers of information that advocates a position on a referendum. A notice limited to the time, place and question to be voted upon may be sent home to parents via children in school.

5. Use of School Teachers, Administrators, Facilities, Supplies, and Equipment Prohibited

The prohibition on state and municipal funds also applies to the use of school facilities, supplies, and equipment and postal permits to advocate a position on a referendum. For example, parent teacher organizations and school administrators may not use school equipment to prepare or copy advocacy material even if the town, regional district or school system is reimbursed for such use. This prohibition also extends to the use of a school's public address system to advocate a result of a referendum.

6. Use of School Facilities by Outside Political Committees and Organizations for Meetings or Rallies

School facilities may not be used by political committees or other groups for the purpose of advocating a position on a referendum unless such facilities are accessible to all such committees or groups on a non discriminatory basis. A charge can be made for the use of school facilities for this purpose and all groups or committees must be charged the same.

7. What Constitutes Advocacy?

A communication advocates a position on a referendum when in part, or taken as a whole, it urges the listener or reader to vote in a particular manner. The style, tenor, and timing of a communication are factors which are considered by the Commission when reviewing alleged improprieties of Section [9-369b](#).

8. Civil Penalties for Violations

The State Elections Enforcement Commission may impose a civil penalty against any official who violates Section [9-369b\(a\)](#), in an amount not exceeding twice the amount of the improper expenditure or \$1,000, whichever is greater. The official is personally liable for the penalty and cannot be reimbursed or indemnified by the state, regional school district or municipality for payment of a civil penalty.

9. Political Committees to Promote Referenda

Under Chapter 150 of the General Statutes, public officials and citizens alike may join together to advocate their views on a referendum by registering a political committee with the clerk of the municipality in which the referendum is to be held. Upon its registration, the political committee is permitted to solicit, receive and expend private funds to promote the success or defeat of a referendum question. If less than \$500 is expected to be collected or spent, a group may file a certification of exemption in lieu of a political committee registration form.

10. Independent Personal Expenditures

Any citizen or public official may independently (acting alone) make expenditures of his/her own funds to promote the success or defeat of a referendum question without forming a political

committee in conformance with Chapter 150-155, Connecticut General Statutes. However, once such individual spends more than \$1,000 to promote the success or defeat of a referendum question, he/she must file statements according to the same schedule and in the same manner as is required of a campaign treasurer of a political committee under Section 9-333j, Section 9-608.

12. Use of Automated Calling Systems

The school district is not allowed to use its automated calling system, electronic mail, text, telephone or other electronic or automated means for the purpose of reminding or encouraging parents/guardians and students about the time, date and place concerning referenda and encouraging them to vote. This prohibition shall not apply to a regularly published newsletter or similar publication.

The Board of Education of a regional school district, through its chairperson, may request that their member municipalities use their community notification systems to notify enrolled residents of an upcoming regional school district referendum.

Note: Only a community notification system may be used for the limited purpose of reminding voters of the time and location of upcoming referenda, the ballot question itself, and any other previously authorized explanatory text describing the subject matter of the question. Any such notice shall not advocate the approval or disapproval of the proposal or question or attempt to influence or aid the success or defeat of the referendum.

An Internet website maintained by a municipality or regional school district shall not be deemed a community notification system and may contain a notice of an upcoming municipal or regional school district referendum.

Note: "Community notification systems" are defined as communication systems maintained by a municipality that are available to all residents of the municipality and permit any resident to opt to receive notifications of community events or news from such municipality via electronic mail, text, telephone or other electronic automated means. Only the chief elected official of the municipality can authorize the use of such a system for this purpose.

Legal Reference: Connecticut General Statutes

9-333j Statements to be filed by campaign treasurers. Treatment of surplus or deficit. Filing dates.

9-369b. Explanatory text related to lead question. Expenditures of state and municipal funds to influence vote prohibited. Exception. Civil penalty. (as amended by PA 00-92 and PA 04-117.)

9-369b Local questions and proposals. Explanatory text. Use of community notification systems. Expenditures of state and municipal funds to influence vote prohibited. Preparation and printing of certain materials permitted. Civil penalty. Summaries of arguments for and against local questions (as amended by PA 00-92, PA 04-117, PA 13-247 and PA 15-173)

Regulation approved: **January 6, 2010**

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

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P3160

Business/Non-Instructional Operations

Transfer of Funds Between Categories; Amendments

The Board of Education may transfer any unexpended or uncontracted-for portion of any appropriation for school purposes to any other item of such itemized estimate, but expenditures shall not exceed the appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.

The Superintendent or his/her designee is authorized to transfer funds from any line item in an amount less than \$10,000, under emergency conditions if the urgent need for the transfer prevents the Board from meeting in a timely fashion to consider such transfer. All transfers made in such instances shall be announced at the next regularly scheduled meeting of the Board.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. Financial information system. (as amended by PA 98-141)

10-222 Appropriations and budget. (as amended by P.A. 13-60, An Act Concerning The Consolidation of Non-educational Services)

Policy adopted: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

DRAFT

P3313.5

Business/Non-Instructional Operations

Affirmative Action

The district shall not enter into any contract with any person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, religious creed, age, marital status or **civil union**, national origin, sex or **sexual orientation**, physical handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

Legal Reference: Connecticut General Statutes

Title VII, Civil Rights Act, as amended by Title IX, Equal Employment Opportunity Act

Title IX of the Education Amendments of 1972 (Higher education Act)

[10](#)-153 Discrimination on account of marital status

[46a](#)-81a Discrimination on the basis of sexual orientation

Policy adopted: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

DRAFT

P3432

3433

Business/Non-Instructional Operations

Budget and Expenditure Reports, Annual Financial Statement

The Business Manager shall submit to the Board of Education a report of disbursements and budget balances at the regular monthly meeting which accurately reflects the budget status at the close of the immediately preceding month.

At the close of each fiscal year the Business Manager shall submit to the Board of Education a report covering the fiscal expenditures of the just completed year and shall prepare a statement of transfers within specific accounts.

Beginning with the fiscal year starting July 1, 2019 and each fiscal year thereafter, the Board shall, on a quarterly basis, post the Board's current and projected expenditures and revenues on the district's website. In addition, the Board will submit a copy of such current and projected expenditures and revenues to the town's legislative body, or in a municipality in which the legislative body is a town meeting, to the Board of Selectmen.

Legal Reference: Connecticut General Statutes

[10-222](#) Appropriations and budget.

P.A. 13-247 An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Section 192.

PA 19-117, Section 290

Policy adopted: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

DRAFT

P3516

Business/Non-Instructional Operations**Safety**

It shall be the responsibility of all school personnel to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to the nearest school authority any condition, incident, or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to conflict with the jurisdiction of teachers in supervision of students or the authority of the Principal in implementing policies of the Board of Education.

Precautionary measures against fire, explosion, or other hazards shall be established together with appropriate instructions and drill for students and other school personnel in procedures to be followed in the event of an emergency.

Precautionary measures for the safety of students on roads and highways in the vicinity of the school building shall be established and observed.

Precautionary measures for safety of students within school buildings shall be established and observed. For example, rules established by administrators in charge shall be written for the purpose of;

1. Preventing the accumulation of materials which are flammable, noxious, or otherwise dangerous unless adequate, safeguards are provided; and
2. Keeping walkways clear of snow, ice, or other obstructions and safe for pedestrian traffic at all times.

Legal Reference: Connecticut General Statutes

[10-203](#) Sanitation

[10-207](#) Duties of Medical advisers

[10-231](#) Fire Drills

[29-389](#) Stairways and fire escapes on certain buildings.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

Policy adopted: January 6, 2010

SHERMAN SCHOOL DISTRICT, Sherman, Connecticut

R3516

Business/Non-Instructional Operations

Fire/Fire Drills

In the event that a fire is discovered in any of the school facilities, the signal to evacuate the building shall be given immediately and the Fire Department called to relay any available information concerning the nature of the emergency.

The Principal of the Sherman School shall hold at least one fire drill each month in which all students, teachers, and other employees shall be required to leave the school building.

1. Students must leave the building in an orderly and rapid manner and assigned personnel are required to check to ascertain that no student remains in the building.
2. Since an actual emergency may require the use of an alternate exit(s), teachers must be prepared to select and direct their classes to an alternate exit(s) in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire drill conducted and made available to the Fire Marshal for inspection, upon his request.

The Principal and teachers shall recognize that the essential element in any emergency is the prevention of panic. The Principal and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

[10-231](#) Fire drills

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

Regulation approved: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

CABE SAMPLE

3516

Business and Non Instructional Operations

Safety

Safe and Secure School Facilities, Equipment, and Grounds

Goal: It is the goal of the Board of Education (Board) to ensure that all facilities, grounds, equipment, and vehicles meet accepted injury and violence prevention standards for design, installation, use, and maintenance.

Safety and Hazard Assessments: Schools/District shall develop and implement a written school security and safety plan to conduct regular safety and hazard assessments of all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students.

The school security and safety plan shall be an all-hazards approach to emergencies at schools and shall include, but not be limited to:

1. Involvement of local officials, including the First Selectman/Mayor/Town Manager, Superintendent of Schools, law enforcement, fire, public health, emergency management and emergency medical services, in the plan's development.
2. A command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization.
3. A requirement that a school security and safety committee be established of each school.
4. Crisis management procedures.
5. A requirement that local law enforcement and other local public safety officials evaluate, score and provide feedback on fire drills and crisis response drills.
6. A requirement that the Board of Education submit annually reports to the Department of Emergency Services and Public Protection regarding fire drills and crisis response drills.
7. Procedures for managing various types of emergencies.

8. A requirement that the Board of Education conduct a security and vulnerability assessment for each school in the district every two (2) years and develop a school security and safety plan for each school based upon the school security and safety plan standards developed by the Department of Emergency Services and Public Protection. (DESPP)
9. A requirement that the Safe School Climate Committee of each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the statutory definition of bullying.
10. A requirement that each school provide an orientation pertaining to the security and safety plan to each employee and provide violence prevention training as prescribed in the school security and safety plan.

The Board will annually submit each school's security and safety plan to the Department of Emergency Services and Public Protection.

The plan shall include provisions for reporting hazards to appropriate staff, prompt repairs or upgrade of identified hazards and other shortcomings, and appropriate communication of repair/upgrade plans to staff, students and family members.

Safety and hazard assessments shall be conducted annually/other for building facilities and grounds and monthly/other for classrooms, gymnasiums, playgrounds, sports-related equipment, laboratories, and industrial arts facilities. The school/district shall report annually on safety and hazard assessments to the Superintendent of Schools or his or her designee. Written inspection reports shall be kept on file for 10/other years. School/District shall correct identified hazards before used by students, staff, or community members.

Maintenance: Schools/District shall develop maintenance plans for all classrooms, buildings, school grounds, gymnasiums, playgrounds, sports-related equipment, and buses and other vehicles used to transport students. The plan shall include provisions for reporting maintenance needs to appropriate staff, schedules of maintenance activities, and communication of details to appropriate staff, students, and family members. Maintenance reports shall be kept on file for 10/other years.

Supervision of Students: All school-related activities shall be supervised by adults to enforce safety rules and prevent injuries. At least one adult trained in first aid, cardiopulmonary resuscitation, and infection control shall always be available when students are present on school grounds to respond to injuries and medical emergencies. All adults supervising playgrounds, athletic fields, gymnasiums, science classrooms, industrial arts classrooms and cafeterias shall

have easy access to appropriate first aid supplies. Supervising adults shall be informed of any relevant medical guidance on file with the school concerning limits on the participation of individual students in physical activity. Such information will be treated with strict confidentiality.

Staff Training: All school personnel, including bus drivers and athletic program coaches, shall receive adequate preparation and participate in professional development activities pertaining to the prevention and appropriate response to unintentional injuries and acts of violence at school. The professional development program shall provide information and/or training and include, but not limited to, the following topics:

- emergency response procedures, including the use of fire extinguishers;
- proper use of protective gear by students and staff when appropriate;
- identifying students in need of medical attention and referring them for appropriate services;
- administering first aid and cardiopulmonary resuscitation, (at least one person at each school site should hold current first aid and/or CPR certification);
- methods of responding to bullying, sexual harassment, and threats of violence;
- identifying students who have been victims of crime or violent behavior and referring them for appropriate services; and
- maintaining student confidentiality.

Alternate language:

The District will provide regular training and information to all school employees pertaining to the District's school emergency management systems and protocols, including violence prevention training and emergency response procedures.

School Security and Safety Committee

Beginning with the school year commencing July 1, 2014, and each school year thereafter, each District school shall have a school security and safety committee under the jurisdiction of the Board. Such committee is responsible for assisting in the development of the school security and safety plan for the school and administering the plan.

Membership must consist of a local police officer, a local first responder, a teacher at the school, a school administrator, a mental health professional (guidance counselor, school counselor, social worker, school psychologist, school nurse, or child mental health specialist), a parent/guardian of an enrolled student and any other person the Board finds necessary.

Parents/guardians on the committee shall not have access to information about disturbing or threatening student behavior reported to the committee, as such access may compromise student confidentiality.

Policy Evaluation: The Principal, school health coordinator/other shall regularly monitor, evaluate, and submit an annual report to the School Health Advisory Council/Board of Education/other on the implementation of this policy and its effectiveness in reducing injuries at school. The report shall include recommendations for improvements to the policy and its implementation.

(cf. [3517](#) - Security of Buildings and Grounds)

(cf. [4131](#)/4231 - Staff Development)

(cf. 4148.1/4248.1 - School Security and Safety Committee)

(cf. [5142](#) - Student Safety)

(cf. [6114](#) - Emergencies and Disaster Preparedness)

(cf. [6114.7](#) - Safe Schools)

Legal Reference: Connecticut General Statutes

[10-203](#) Sanitation

[10-207](#) Duties of medical advisers

[10-220f](#) Safety Committee

[10-222m](#) School security and safety plans. School security and safety committees

[10-22n](#) School security and safety plan standards

[10-231](#) Fire Drills

[29-389](#) Stairways and fire escapes on certain buildings.

[52](#)-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render P.A.
13-3 An Act Concerning Gun Violence Prevention and Children's Safety

DRAFT

P3524.1

Business/Non-Instructional Operations

Pesticide Application

In conformity with applicable statutes, the intent of this policy is to ensure that staff, students, and parents/guardians receive adequate advance notice of pesticide applications in school buildings or on school grounds. Further, the District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or grounds.

A “pesticide” is defined as a fungicide used on plants, an insecticide, herbicide, or a rodenticide but does not mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

The Board is committed to minimizing the use of pesticides. Therefore, the primary practice of pest control shall involve reducing/eliminating the conditions necessary for pest survival. These measures include but are not limited to good housekeeping and routine, prompt maintenance of buildings and grounds.

As required by state statute, the District shall:

1. Annually inform parents/guardians and staff of the District's pest application/management policy and a description of any pesticide applications made during the previous school year.
2. Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice.
3. Excluding emergencies, limit pesticide applications to after school hours and after planned activities.
4. Maintain written records of all pesticide applications for five years.

Legal Reference: Connecticut General Statutes

[22a-46](#). Short title: Connecticut Pesticide Control Act.

[22a-54](#) Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility, aircraft, tree, public employee applicators.

[22a-58](#) Records to be kept by distributors and applicators.

[3-6la](#) Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations.

[23-61b](#) Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 135 et. seq.

P.A. 09-56 An Act Concerning Pesticide Applications At Child Day Care Centers and School

PA 99-165 An Act Concerning Notice of Pesticide Applications at Schools and Day Care Centers.

Policy adopted: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

R3524.1

Business/Non-Instructional Operations

Pesticide Application and Notification

In an attempt to assure proper control of any pesticides or other harmful chemicals which might be used or stored on district premises, these procedures are established. To fulfill statutory requirements, “pesticide” is defined as a fungicide used on plants, an insecticide, a herbicide, or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or pesticide bait.

The intent is to prevent unnecessary exposure of staff, students or the public to potentially harmful substances.

Annual Notification

At the beginning of each school year, the administration shall provide the staff and the parents/guardians of each child with a written statement of the Board of Education policy on pesticide applications and a description of any pesticide applications made at the school during the previous school year. The statement shall indicate to staff, parents and guardians that they may register for prior notice of school pesticide applications. Such statements and descriptions shall also be provided to the parents/guardians of any child who transfers into school during the school year. Since both Veterans and Colonial Fields are used to school activities, the town administration should be notified annually.

Registry

Each school shall maintain a registry of persons requesting prior notice. Before any application of pesticides in any building or on school grounds, the parents/guardians who have registered for prior notice shall receive such notice by mail so that it is received no later than 24 hours prior to the application. Staff who have registered for such notice shall be notified by any means practicable.

The notice shall include:

1. The name of the active ingredient of the pesticide to be applied.
2. The target pest.
3. Location of the application.
4. The date of application,
5. The name of the school administrator or his/her designee who may be contacted for further information.

Emergency applications can be made to eliminate immediate public health threats without the 24-hour advance notice provided notice is given, by any method, on or before the application date to those who are on the registry for advance notification. Those who register for advance notification must also be informed of any modification of the pesticide policy or plan. Further, the emergency notification procedures to be used will be described.

The Building Principal shall be the contact person for providing information regarding pesticide application activities at the school site, including, but not limited to, giving oral and written notification, supervising the posting of notifications as required and maintaining records of pesticide-application notifications.

Prior to any pesticide application, a plan must be developed, parties notified, and the area must be posted.

A copy of the records of each pesticide application at a school shall be maintained in the school business office for five years.

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. When the district contracts with a private, state-licensed pest control company, such contractors will be subject to regulations as defined in state statutes.

An emergency application of pesticides is defined as when an application of pesticides is necessary to eliminate an immediate threat to human health and where it is impractical to obtain the services of a certified pesticide applicator provided such emergency application does not involve a restricted use pesticide as defined in CGS [22a-47](#). Restricted use pesticides may be used only by certified applicators or under their direct supervision. (Note: *Restricted use pesticides, classified by the Federal Environmental Protection Agency or the DEP are those which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment.*)

No application of pesticide may be made in any building or on school grounds during regular school hours or during planned activities at the school except for an emergency application. Entry into the treated area shall be in conformance with the manufacturer's instructions.

Potentially harmful substances such as insecticides, fungicides, herbicides, rodenticides or other pesticides shall be chosen for the lowest levels of toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Whenever practical, non-chemical controls shall be used.

Storage of harmful products will be kept to a minimum. Only enough of the product for a given application shall be purchased. All storage instructions will be followed explicitly. All such products and the application equipment will be stored away from other activities and especially separated from food products or occupied rooms. All storage facilities will be maintained as a locked area and clearly marked as containing pesticides.

All pesticide products will have complete label instructions, will remain in the original container and the Material Safety Data Sheet will be on file and readily available to any employee who must handle such materials or who may have been exposed to the product. This information shall also be available to any member of the public upon request.

Oral and Written Notice

All oral and written notification shall contain the information as indicated in the "Registry". During the regular school session, prior to pesticide application, notification shall be provided as indicated below.

Oral notification to all students and school employees shall be provided by means of the school public address system or assembly communications or staff meeting announcements or any similar means reasonably calculated to provide sufficient notice in advance of pesticide application. (Suggest minimum 48 hours advance notice).

Parents and guardians and staff who have registered for advance notification of pesticide use shall be informed as listed in the “Registry”.

Posting of Notice

Not less than forty-eight (48) hours prior to pesticide application, signs shall be posted to identify pesticide application areas. The signs shall display:

1. The words “Warning Pesticides.”
2. The date and time of the planned application.
3. Pesticide product to be used.
4. Instructions on when areas may be used for recreational purposes.
5. A telephone number for the school contact person and one for the licensed pesticide applicator.
6. The signs shall be placed at:
 - a. The main entrance to all buildings where pesticide is to be applied.
 - b. The playing fields where pesticide is to be applied.
7. The signs may be removed when it is considered safe according to the provisions on the pesticide label or after forty-eight (48) hours if label information is unavailable.

Legal Reference: Connecticut General Statutes

[22a-46](#). Short title: Connecticut Pesticide Control Act.

[22a-54](#). Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

[22a-58](#). Records to be kept by distributors and applicators

[3-61a](#). Definitions. Tree protection examining Board within the Department of Consumer Protection. Regulations.

[23-61b](#). Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

P.A. 09-56 An Act Concerning Pesticide Applications At Child Day Care Centers and School

P.A. 99-165 An Act Concerning Notice of Pesticide Application in Schools and Day
Care Centers.

Regulation approved: January 6, 2010

SHERMAN SCHOOL DISTRICT

Sherman, Connecticut

P5131(a)

*A sample policy to consider. It is a complete code of conduct
and if this policy is considered/adopted, there is no need for policy 5114 or 5144.*

Students

Conduct and Discipline

Each student shall learn to respect the rights of others as individuals and as groups. The student shall learn the rules that govern appropriate behavior in his/her school and obey the rules established by the Board for all students in all public schools of the town.

Areas of Responsibility

Board of Education - The Board of Education holds the certified personnel responsible for the proper conduct and control of students while legally under the supervision and jurisdiction of the school.

Principal - The Principal may implement necessary procedures and rules and regulations to render effective the policies of the Board of Education relating to standards of student behavior. The Principal may involve representatives of all areas of school personnel, students, parents and citizens of the community.

Teachers - Teachers shall be responsible for the instruction of students in rules and regulations of proper conduct, as well as be responsible for proper and adequate control of students. The responsibility and authority of any teacher extends to all students of the school district under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's control.

Parents - Parents shall be expected to cooperate with school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children.

I. Definitions

- A. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- B. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such students as possible.
- C. **SchoolSponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

Students

Conduct and Discipline

I. Definitions (continued)

- D. **Removal** is the exclusion of a student for a class period of ninety minutes or less.
- E. **InSchool Suspension** means an exclusion from regular classroom activity for no more than ten (10) 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 school year, whichever results in fewer days of exclusion.
- F. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, 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. All suspensions shall be in-school suspensions unless the administration determines for any student enrolled in grades three through twelve, 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 enrolled in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such a 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 section.
- G. **Expulsion** means the exclusion of a student, grades three to twelve inclusive, from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one calendar year. In order to be expelled, the conduct of a student must be found to be both (1) violative of a Board policy and (2) either seriously disruptive of the educational process or endanger persons or property.
- H. **School Days** shall mean days when school is in session for students.
- I. **Seriously Disruptive of the Educational Process** means any conduct that markedly interrupts or severely impedes the daytoday operation of a school. Notwithstanding the foregoing, 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.

Students

Conduct and Discipline

I. Definitions (continued)

- J. **“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).

II. Scope of the Student Discipline Policy

A. Conduct on School Grounds or at a SchoolSponsored 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. Conduct off School Grounds:

1. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education 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 C.G.S. § 2938, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

2. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any pistol or revolver, any dirk knife or switch 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, and any other dangerous or deadly weapon or instrument, including any slingshot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapons as defined below at section VI.B.

Students

Conduct and Discipline

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

Conduct which may lead to disciplinary action (including but not limited to suspension and/or expulsion) includes conduct on school grounds or at a school sponsored activity, 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.
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, or law enforcement authorities, 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.
7. Refusal by a student to identify himself/herself to a staff member when asked.
8. A walkout from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, threatening or intimidating school staff or students.
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object. This also includes pellet guns and/or airsoft pistols.
11. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
12. Possession or ignition of any fireworks or other explosive materials, or ignition of any material causing a fire.
13. Unauthorized possession, sale, distribution, use or consumption of tobacco, drugs, narcotics or alcoholic beverages. For the purposes of this Paragraph 13, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and nonprescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above.

Students

Conduct and Discipline

III. Actions Leading to Disciplinary Action, including Suspension and/or Expulsion (continued)

15. The destruction of real, personal or school property such as, cutting, defacing or otherwise damaging property in any way.
16. Accumulation of offenses such as school and class tardiness, class or study hall or failure to attend detention.
17. Trespassing on school grounds while on out-of-school suspension or expulsion.
18. Making bomb threats or other threats to the safety of students, staff members, and/or other persons.
19. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
20. Throwing snowballs, rocks, sticks and/or similar objects.
21. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
22. Leaving school grounds, school transportation vehicle or a school-sponsored activity without authorization.
23. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution.
24. Possession and/or use of a radio, walkman, beeper, paging device, cellular telephone, walkie-talkie or similar electronic device on school grounds or at a schoolsponsored activity without the written permission of the Principal or his/her designee.
25. 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 unauthorized or non-school related purposes.
26. Possession and/or use of a laser pointer.
27. Hazing.
28. 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.
29. Any action prohibited by any Federal or State law which would indicate that the student presents a danger to any person in the school community or school property.

Students

Conduct and Discipline (continued)

IV. Procedures Governing Removal

A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the Principal or his/her designee at once. A student may not be removed from class more than six times in one school year nor more than twice in one week unless the student is referred to the building Principal or 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.

V. Procedures Governing Suspension

- A. The Principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. All suspensions shall be in-school suspensions unless the administration determines that for a student enrolled in grades three through twelve, inclusive, (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.

An out-of-school suspension may be given to a student enrolled in grades preschool through grade two, inclusive, if it is determined by the administration that an out-of-school suspension is appropriate due to evidence that the student's conduct on school grounds is of a violent nature or sexual nature that endangers persons.

In such cases, 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 Principal or designee at which the student is informed of the charges 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.

Students

Conduct and Discipline

V. Procedures Governing Suspension (continued)

2. Evidence of past disciplinary problems which 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 the Principal, but only considered in the determination of the length of suspensions.
3. By telephone, the Principal or designee shall notify the parent or guardian of a student and the Superintendent of Schools not later than 24 hours of the suspension following the suspension and state the cause(s) leading to the suspension.
4. Whether or not home contact is made with the parent or guardian of such student, the Principal or 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 Principal or designee), offering the parent or guardian an opportunity for a conference to discuss.
5. Notice of the original suspension shall be transmitted by the Principal or designee to the Superintendent of Schools or designee by the close of the school day following the commencement of the suspension.
6. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
7. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.
8. The decision of the Principal or designee with regard to disciplinary action up to and including suspensions shall be final.
9. 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.

Students

Conduct and Discipline

V. Procedures Governing Suspension (continued)

- B. In cases where the student has already been suspended, or such suspension will result in the student's being suspended, more than ten (10) times or fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The Principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

VI. Procedures Governing In-School Suspension

- A. The Principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the Principal or designee. Guidelines developed and promulgated by the Commissioner of Education will be utilized by the administration to help determine whether a student should receive an in-school or out-of-school suspension.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building Principal or designee.
- C. In-school suspensions shall be served in the school attended by the student. (or: In-school suspensions may be served in any school under the Board's jurisdiction. The Board has determined that such suspension will be served in the following schools: _____.)
- D. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

VII. Expulsion Recommendation Procedure

- A. A Principal may consider recommendation or expulsion of a student enrolled in grades three through twelve, inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at sections IIA. And IIB., above.
- B. A Principal must recommend expulsion proceedings in all cases against any student in grades preschool through grade twelve, inclusive, whom the administration has reason to believe:

Students

Conduct and Discipline

VII. Expulsion Recommendation Procedure (continued)

1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
2. off school grounds, possessed a firearm as defined in 18 USC 921, in violation of C.G.S. 2935, or possessed and used a firearm as defined in 18 USC 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under section 952 of the Connecticut General Statutes; or
3. was engaged on or off school grounds in offering for sale or distribution of a controlled substance (as defined in C.G.S. §21a240(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 C.G.S. §§21a277 and 21a278.
4. The following definitions shall be used in this section:
 - a. A “firearm” as defined in 18 USC 921 means (a) any weapon 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 muffler or silencer, or (d) any destructive device. As used in this definition, a “destructive device” includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, or 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 a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½” in diameter. The term “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.
 - b. “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. It may also include pellet guns and/or airsoft pistols.
 - c. “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”.

Students

Conduct and Discipline

VII. Expulsion Recommendation Procedure (continued)

- d. “Martial arts weapon” means a nunchaku, kama, kusari fundo, octagon sai, tonfa or chinese star.
 - e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term “weapon” means any pistol or revolver, any dirk knife or switch knife or 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, and any other dangerous or deadly weapon or instrument, including any sling-shot, blackjack, sand bag, metal or brass knuckles, stiletto, knife, the edged portion of the blade of which is four inches and over in length or martial arts weapons as defined above.
- C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation.

VIII. Expulsion Hearing Procedure

A. Emergency Exception

Except in an emergency situation, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the procedures outlined herein. Whenever an emergency exists, the hearing provided for above 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 affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panels.

Students

Conduct and Discipline

VIII. Expulsion Hearing Procedure (continued)

C. Notice

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor to his/her parent(s) or guardian(s) at least five business days prior to the time of the hearing.
2. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, and location of the hearing.
 - b. A short, plain description of the conduct alleged by the administration.
 - c. The student may present as evidence, testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion, as well as notice that the expulsion hearing will be the student's sole opportunity to present such evidence.
 - d. The student may cross-examine witnesses called by the administration.
 - e. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
 - f. The notice shall include information concerning the parent/guardian and the student's legal rights regarding expulsion hearings and the legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service or source of such services) and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The student's parent/guardian 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.
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language or is disabled.
 - h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).

Students

Conduct and Discipline

VIII. Expulsion Hearing Procedure

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 counsel, briefly explain the hearing procedures, and swear in any witnesses called by the administration or the student.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer.
3. Formal rules of evidence will not be followed. The 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 or irrelevant.
4. The hearing will be conducted in two parts. In the first part of the hearing, the Board will receive and consider evidence regarding the conduct alleged by the administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross examination by the opposite party or his/her legal counsel and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and questioning by the Board. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Board. Concluding statements will be made by the administration and then by the student and/or his or her representative.
8. In cases where the respondent has denied the allegation, the Board must determine whether the respondent committed the offense(s) charged by the Superintendent.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider evidence regarding the length and conditions of expulsion.

Students

Conduct and Discipline

VIII. Expulsion Hearing Procedure

D. Hearing Procedures (continued)

10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Superintendent will make a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which 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 is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The 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. The Board shall report its final decision in writing to the student, or if such student is a minor, 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.
14. 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

IX. Board Policy Regarding Mandatory Expulsions

- A. In keeping with C.G.S. §10233d and the Gun Free Schools Act, it shall be the policy of the Board to expel a student enrolled in grades preschool through grade twelve, inclusive, for one full calendar year for: the conduct described in Section VII(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

Students

Conduct and Discipline

X. Alternative Educational Programs for Expelled Students

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

Whenever the Board of Education expels a student under sixteen years of age, it shall offer any such student an alternative educational program, which shall be (1) alternative education, as defined by C.G.S. 10-74j or (2) in accordance with the standards adopted by the State Board of Education (SBE) with an individualized learning plan.

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

The Board of Education will provide an alternative education as defined or in accordance with SBE standards to a sixteen to eighteen year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen and eighteen who is expelled for the second time.

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

The Board of Education is not required to offer an alternative educational program to expelled students eighteen years of age or older.

D. 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 offer an alternative educational program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

XI. Notice of Student Expulsion on Cumulative Record

A. Notice of expulsion and the conduct for which the student was expelled shall be included on the students' cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades 9 through 12 inclusive, based on possession of a firearm or deadly weapon, may be expunged from the cumulative educational record by the Board if the Board determines that the conduct and behavior of the student in the years following the expulsion warrants an expungement. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

B. 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.

Students

Conduct and Discipline

XI. Notice of Student Expulsion on Cumulative Record (continued)

- C. In the case of a student in grades kindergarten to grade eight inclusive expelled for the possession of a firearm or deadly weapon, the Board may expunge from the student's cumulative education record the notice of the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following the expulsion warrants an expungement.

XII. Change of Residence During Expulsion Proceedings

A. Student moving into the school district:

- 1. 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.
- 2. Where a student enrolls in the district during the period of expulsion from another school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The Board shall make its determination based upon a hearing held by the Board which shall be limited to a determination of whether the conduct which was the basis of the expulsion would also warrant expulsion by the Board.

B. 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.

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 the administration suspends a student identified as eligible for services under the IDEA, as reauthorized in 2004, (an "IDEA student") who has engaged in conduct that violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

Students

Conduct and Discipline

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

1. The administration shall not later than the date on which the decision to take disciplinary action is made, notify the parents of the student of the decision to suspend 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 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.

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 engaged in conduct that 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 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 placement:

1. The parents of the student must be notified 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. The school district shall immediately convene the IEP team, but in no case later than ten (10) school days after the recommendation for expulsion or suspension which constitutes a change in placement was made. The relevant members of the student’s IEP team 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 direct manifestation of his/her disability.
3. If the IEP team finds that the behavior was a direct manifestation of the student’s disability, the administration shall not proceed with the recommendation for expulsion. The IEP team shall consider the student’s misconduct and revise the IEP to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.

Students

Conduct and Discipline

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

4. If the IEP team 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. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.
7. The District has the authority, on a case-by-case basis, to determine whether the student should be removed from the classroom and placed in an alternative setting, pending a manifestation determination.
8. School personnel may remove a disabled student who has violated the conduct code from his/her current placement for up to 10 school days without a hearing.

C. 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:

1. 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
2. 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
3. Inflicted serious bodily injury to another person at school, on school premises or at a school function.

Students

Conduct and Discipline

As used in this subsection XIIC., the term “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.

The term “serious bodily injury” means a substantiated risk of death, extreme physical pain, protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973

A. Expulsion of students identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973:

Notwithstanding any provision to the contrary, if the administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 of the Rehabilitation Act of 1973 (a “Section 504 Student”) who has engaged in conduct that violated any rule or code of conduct of the school 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, in order to determine whether the student’s behavior was a manifestation of his/her 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 recommendation for expulsion. The 504 team shall consider the student’s misconduct and revise the 504 plan to prevent a recurrence of the misconduct and to provide for the safety of other students and staff.
4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the administration may proceed with the recommendation for expulsion.

Students

Conduct and Discipline (continued)

XV. Notification to Parents or Guardian

- A. The parents or guardian of any minor student either expelled or suspended or removed from class shall be given notice of such disciplinary action within twenty four (24) hours of the time of the institution of the period of expulsion, suspension or removal from class.
- B. The Superintendent of Schools shall forward to the student concerned and his/her parents, or the student if he/she has attained the age of 18, a copy of this Board policy on student discipline at the time the Superintendent sends out the notice that an expulsion hearing will be convened.

XVI. An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmissions 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 Student Conduct and Discipline Policy

The Board of Education 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 Reporting Requirements

- 1. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- 2. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such students to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- 3. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in C.G.S. §53a-3, the violation shall be reported to the local police.

Students

Conduct and Discipline (continued)

Legal References: Connecticut General Statutes
4-177 – 4-180 Contested cases. Notice. Record, as amended
10-74j Alternative education (PA 15-133)
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, PA 14-229, PA 15-96 PA 16-147, PA 17-220 and PA 19-91.
10-233f In-school suspension of students.
Packer v. Board of Educ. of the Town of Thomaston, 246 Conn.89
(1998). Public Act 98-139
Honig v. Doe, (United States Supreme Court 1988)
Individuals with Disabilities Act, 20 U.S.C. 1400 et seq. as amended by
the Individuals with Disabilities Education Act Amendments of 1997
(P.L. 10517). Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.
§ 794(a).
P.L. 108-446 Individuals with Disabilities Education Improvement Act
of 2004
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006)

Policy adopted:

Rev 11/16

Rev 6/17

Rev 7/19

Provision of an Alternative Educational Opportunity for Eligible Expelled Students

The following procedures shall be followed, in concert with policy #5131 (*choose which*) by District personnel pertaining to the required provision of an alternative educational opportunity for expelled students eligible for such program.

Options for Alternative Educational Opportunity

The District shall provide an alternative educational opportunity for eligible expelled students by exercising one of the following two permissible options.

1. Enroll the student in an alternative education program which is compliant with requirements for such programs, including the length of school year and number of hours, with an individualized learning plan IF the district provides such alternative education, (*use of this option requires the alternative education program to comply with C.G.S. 10-74j which requires adherence to C.G.S. 10-15 and 10-6 requiring a minimum of 180 days and 900 hours of actual school work per year*) and the program is appropriate for the student. **OR**
2. Provide the student with an alternative educational opportunity in accordance with the State Board of Education (SBOE) adopted standards, including through an alternative education program offered by another school district or operator. (*A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.*)

State Department of Education (SDE) Positions to Consider

1. In order to properly implement the provision of an alternative educational opportunity to expelled students, whether the District implements option #1 or #2 above, the District must comply with the SBOE adopted (1/3/18) Standards.
2. SDE “expects that, in most cases, school districts will determine that enrollment in an alternative education program...is the appropriate alternative educational opportunity” for an expelled student. Such an alternative education program could be operated by the local district or another provider.
3. There may be “unusual cases” where placement in an alternative education program may not be appropriate or available.
4. The alternative educational opportunity must be “full-time” and “comprehensive,” and such opportunity for learning is comparable to a regular school setting. (*This provides the district that does not provide placement for the expelled student in alternative educational program some flexibility in developing an alternative educational opportunity that provides comparable learning opportunities for the expelled student without dictating a certain number of minimum instructional hours, but, per the Standards, must be “full-time” and “comprehensive.”*)
5. Assignment to homebound instruction will not satisfy the “Guiding Principles” of the Standards.

Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

Guiding Principles

Consistent with the *Guidelines for Alternative Education Settings*, these standards are grounded in the conviction that alternative educational opportunities for students who have been expelled should exhibit the following characteristics:

- whole student approach that addresses the personal, social, emotional, intellectual, work skills, safety, and security needs of all students in addition to academic content (including the Connecticut Core Standards);
- full time, comprehensive experience, where the learning is comparable to what the student would experience in a regular school environment;
- instruction that is based on a curriculum aligned to the Connecticut Core Standards unless modified as indicated by goals and objectives of an Individualized Education Program (IEP);
- high expectations that are consistent with LEA goals and Connecticut state standards including the belief that all students are capable and can be successful regardless of their discipline history; and
- research/evidence-based practices with student success in mind including the engagement of parents/guardians and families as well as community partners, as appropriate.

These principles are unlikely to be satisfied by assignment to homebound instruction.

Requirements of Standards for Alternative Educational Opportunities for Students Who Have Been Expelled

The SBOE adopted Standards for Alternative Educational Opportunities require the District to:

1. Provide a full time, comprehensive alternative educational opportunity, with a focus on an opportunity for learning that is comparable to those in a regular school setting.
2. Notify parents/students at the time of expulsion of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or the Superintendent, if the Board delegates this authority to the Superintendent (C.G.S. 10-233(j)). *(The criteria for early readmission should be recorded in the individualized learning plan (ILP)).*
3. Meet with parents/guardians prior to placement to provide information about potential alternative educational opportunities and a placement meeting to finalize such placement. *(Such meeting can take place directly after the expulsion hearing.)*
4. Consult with relevant school personnel knowledgeable about the student's academic, social and behavioral history to help in the determination of an appropriate alternative educational opportunity.

5. Involve the PPT for expelled special education students who are determined to have educational programming and placement during the period of expulsion in accordance with the Individuals with Disabilities Act (IDEA).
6. Develop an Individualized Learning Plan (ILP) to address:
 - Information pertaining to the student's academic and behavioral needs and appropriate academic and behavioral goals and interventions including the core classes and current placement or progress in the curriculum of those classes at the time of expulsion.
 - Benchmarks to measure progress towards the goals and progress towards graduation. *(This will include monitoring attendance, work completion, and progress toward meeting the coursework's academic standards.)*
 - Reviewing the student's progress and communicating that progress to parent/guardian or student. *(What would be done for students generally.)*
 - Transfer of records to/from the alternative educational provider and the school from which the student was expelled.
 - Language pertaining to the possibility of early readmission to the school from which the student was expelled.
7. Monitor progress of student performance and placement. *(This must be done and documented at least once per marking period, review of the student's ILP and make any needed adjustments.)*
8. Adopt procedures to address a student's transition from an alternate educational opportunity to the student's regular school. *(The criterion for readmission is the completion of the expulsion period.)*

Procedural Steps to be taken by District following the Expulsion of a Student to Provide the Required Alternative Educational Opportunity

The Superintendent or his/her designee is responsible for the fulfillment of the following:

1. Determine the eligibility of the expelled student for an alternative education opportunity.
 - a. The student is under the age of sixteen (16) and must be offered an alternative educational opportunity.
 - b. The student is between the ages of sixteen (16) and eighteen (18) and has not been previously expelled and wishes to continue his or her education shall be offered such an alternative educational opportunity. *(The District is not obligated to provide an alternative educational opportunity to students in this age bracket who have been previously expelled, even if the prior expulsion occurred before the student was sixteen years of age.)*
 - c. The student is eighteen years of age or older and the Board of Education is not obligated to provide an alternative educational opportunity.

- d. Other considerations:
 - i. Any parent/guardian of an expelled student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes regarding school attendance.
 - ii. A student seventeen (17) years of age or older may be assigned to an adult education program and not be required to withdraw from school per C.G.S. 10-184.
 - iii. The student may be placed in a regular classroom program of a school other than the one from which the student has been excluded.
 - iv. A student expelled for the sale or distribution of a controlled substance, shall be referred to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof.
 - v. A student expelled for possession of a firearm, deadly weapon, dangerous instruments (those that can be used to cause death or serious injury) or martial arts weapons shall be reported to the local police department.
 - vi. An expelled special education student's alternative educational opportunity shall be established by the IEP team (PPT).
2. Determine the appropriate option for the alternative educational opportunity option to be offered to the expelled student.
 - a. Enroll the student in an alternative education program operated by the District which is compliant with requirements for such programs, (hours, length of school year and number of hours) with an individualized learning plan IF the district provides such alternative education.
 - b. Provide the student with an alternative educational opportunity in accordance with the SBOE adopted standards, including through an alternative education program offered by another school district or operator. (A standard program for its alternative educational opportunity providing such program meets the other requirements of the Standards, including the individualized learning plan.)
3. Consult with relevant school personnel knowledgeable about the student to obtain information regarding the student's academic, social and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. The input shared by school personnel may be gathered via written reports.
4. Meet with the student's parent(s)/guardian(s) prior to placement to provide information concerning the potentially appropriate alternative educational opportunities for the student.

5. Hold a placement meeting after parents/guardians have been informed and the appropriate school personnel have shared information regarding the student.
 - a. Explore all alternative educational opportunities at this meeting.
 - b. The placement decision should be made at this meeting.
 - c. Other considerations:
 - i. Parents/students, at the time of expulsion, should be informed of the right to apply for early readmission, which can be granted at the discretion of the Board of Education or Superintendent (*if the BOE delegates this authority to the Superintendent under C.G.S. Section 10-233d(j)*).
 - ii. Any criteria for early readmission to the school from which the student has been expelled should be recorded in the Individualized Learning Plan (ILP).
6. Development of an Individualized Learning Plan (ILP) to inform and direct the student's learning goals and activities for the duration of the expulsion.
 - a. After placement in the alternative education opportunities, an ILP must be developed to govern the student's programming during the period of the expulsion.
 - b. Develop the ILP through collaboration among school personnel, the student and the parent/guardian.
 - c. Reference student records with information relevant to the alternative educational opportunity. (*student success plan, Individualized Education Program (IEP) under special education, Section 504 Plan, Individualized Health Plan, and/or other academic and behavioral data.*)
 - d. The student's ILP is to contain:
 - i. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions;
 - ii. The student's core classes at the time of expulsion;
 - iii. The student's current placement or progress in the curriculum of those classes so that the student has an opportunity to continue to progress in the LEA's academic program and earn graduation credits, if applicable;
 - iv. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - v. Timing and method for reviewing the student's progress and for communicating that progress to the parent/guardian or student; (*For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable.*)
 - The progress monitoring of student performance and placement must be done and documented at least once per marking period, including a review of the ILP and the making of any necessary adjustments.

- vi. Such progress to be communicated to the parent/guardian and/or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students;
- vii. Provision for the timely transfer of the student's records both from the student's school to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school; and
- viii. The possibility of early readmission to the school from which the student was expelled and the early readmission criteria.
- ix. A process for transition planning based upon the following considerations:
 - Efforts to readmit students at semester start points at the high school level to facilitate re-entry;
 - A plan to transfer the student's credits and record back to the school from which the student was expelled;
 - The student's needs for academic and other support upon return to the home school environment; and
 - Efforts to connect returning students with opportunities to participate in extracurricular activities to support student engagement and general health and development.
7. If a determination is made that placement in the current alternative educational opportunity is no longer beneficial to an expelled student but it is also inappropriate to have the students return to the school from which the student was expelled, a plan for different alternative educational opportunities should be developed, following the procedure outlined above.
8. Students who have a student success plan as mandated by state law, such plan may inform the ILP but does not replace the ILP.

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P6171

Instruction

Special Education

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled 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.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

(cf. [3231](#) - Medicaid Reimbursement for Special Education Students)

(cf. 5145.71 - Surrogate Parent Program)

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, **PA 19.49 and PA 19-184 eff. July 1, 2019**)

[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](#) 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.

[10](#) 76m Auditing claims for special education assistance.

[10](#) 76a [1](#) et seq. Definitions

[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

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)

Endrew 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)

Policy adopted: December 6, 2017

SHERMAN SCHOOL DISTRICT

Sherman, CT

DRAFT

Instruction

Gifted and Talented Students Program

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts. The Gifted and Talented Committee uses multiple objective and subjective data points to recognize students who identify as gifted and talented.

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

Once students are identified as Gifted and Talented, teachers will be notified about their abilities, talents and qualifications. Differentiated experiences within the general education classroom will be provided to these students in order to support their development as learners and to encourage their areas of special competence and interest.

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

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

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

~~The school district shall utilize the guidelines, developed and promulgated by the State~~

Enclosure 10.3

~~Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.~~

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

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

Policy adopted:

rev 6/17

rev 7/19