

Madison Public Schools Policy Committee Meeting

Tuesday, September 20, 2022 6:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive, Madison, CT 06443

I. Policies Proposed for Rescission

I.A. #2250 - Crisis Management

I.B. #5010 - Student Policies Goals/Priority Objectives

I.C. #5020 - Equal Educational Opportunity

I.D. #5030 - Assignment of Students to Schools

I.E. #5030.1 - Intradistrict School Attendance Areas

I.F. #5030.2 - Interdistrict School Attendance Areas

I.G. #5040 - School Census

I.H. #5060.3 - Withdrawal from School/Drop-Outs

I.I. #5070.1 - Assignment of New Students to Classes and Grade Levels

I.J. #5070.2 - Assignment of Former Home-Schooled Students to Classes

I.K. #5080.1 - Tardiness

I.L. #5080.2.1 - Attendance Records and Monitoring

I.M. #5090.1 - Student Due Process Rights

I.N. #5090.1.2 - Age of Majority/Emancipated Minors

I.O. #5090.1.4 - Student Misconduct in Schools

I.P. #5090.3.2 - Vandalism

I.Q. #5090.3.3 - Student Misconduct on School Buses

I.R. #5090.3.6.1 - Hazing

I.S. #5090.8 - Weapons and Dangerous Instruments

I.T. #5100.1.2 - Equal Access Act

I.U. #5120.4.2.7 - Racial Harassment of Students

II. Policies for Review

III. #5220 - Policy to Improve Completion Rates of the FAFSA

IV. Public Comment

V. The Town of Madison does not discriminate on the basis of disability, and the meeting

facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.

Policy Notes September 2022

Policies proposed for Rescission:

Policy #2250 – Crisis Management

Shipman suggested review of the district's Safety and Security Plan, Physical Restraint and Seclusion Policy, Suicide Prevention Policy and Safe School Climate Policy to determine if this policy is necessary or is duplicative. Each school's Safety and Security Plan is updated yearly as prescribed by the Department of Emergency Management Services and all mentioned policies are revised in accordance with Shipman's updates as they are received. Note Shipman does not have a comparable policy and is not mandatory. Suggest this policy be repealed.

Shipman has recommended each of the following policies be repealed as they overlap with Policy #5110.4, Student Discipline, which was adopted January 4, 2022:

- #5090.3.2 – Vandalism
- #5090.3.3 – Student Conduct on School Buses
- #5090.3.6.1 – Hazing
- #5090.8 – Weapons and Dangerous Instruments

Policy #5100.1.2 – Equal Access Act

Shipman has indicated this policy is not necessary and recommends repealing it.

Policy #5120.4.2.7 – Racial Harassment of Students

Shipman recommends repealing this policy as it is duplicative of the existing Policy #5020.1, Nondiscrimination.

The following policies have been proposed for rescission from Shipman & Goodwin, as they are either not mandatory, unnecessary or overlap with other policies.

- #5010 -Student Policies Goals/Priority Objectives
- #5020 - Equal Educational Opportunity
- #5030 - Assignment of Students to School
- #5030.1 - Intradistrict School Attendance Areas
- #5030.2 - Interdistrict School Attendance Areas
- #5040 -School Census
- #5060.3 -Withdrawal from School/Drop-Outs
- #5070.1 -Assignment of New Students to Classes and Grade Levels
- #5070.1 -Assignment of Former Home-Schooled Students to Classes
- #5080.1 -Tardiness
- #5080.2.1 - Attendance Records and Monitoring
- #5090.1 - Student Due Process Rights
- #5090.1.2 - Age of Majority/Emancipated Minors
- #5090.1.4 - Student Misconduct in Schools

New Policy for Review

#5220 - Improve Completion Rates of the Free Application for Federal Student Aid (FAFSA)

In accordance with Public Act No. 31-199, Boards of Education must adopt a policy to improve completion rates of the FAFSA by students enrolled in grade 12 or an adult education program maintained by the Board.

**Crisis Management
#2250**

The Board of Education recognizes that students have a basic need for security and safety in the school setting. Any event or circumstance which threatens the safety and security of students and staff will be considered a crisis. There are unlimited possibilities for crisis situations that could impact the district. Those include, but may not be limited to the following situations: medical emergencies, suicide, death, acts of violence, trauma, natural disaster, facility emergencies, and accidents.

The Board of Education acknowledges the necessity to implement a Crisis Management Plan in the event that a crisis should occur. Therefore, the Superintendent shall develop regulations to support this policy in the form of a Crisis Management Plan. The Crisis Management Plan shall provide for:

- an immediate and effective response to the actual emergency if such emergency has occurred on or near school property, at a school-sponsored event or on a field trip; and
- an immediate and effective response to the psychological trauma resulting from such an emergency.

The administration shall provide all staff members with ongoing in-service training concerning implementation of the regulations.

Date of Adoption: December 9, 1997

Student Policies Goals / Priority Objectives

Students are the first concern of the District and must receive the primary attention of the Board and all staff members. Individual student learning needs are identified and communicated with the goal of enabling all to be successful students prepared to lead responsible adult lives. To fulfill its obligation to students, the Board will strive to spend most of its time in formulating policy and considering other matters related to students. A similar commitment is expected of all staff members. In pursuing this primary goal, it is imperative that the educational interests of the individual student be kept paramount.

Each student will be considered and treated with respect as an individual. One of the major tasks of the educational program will be to assist each student in becoming self-sufficient in utilization of decision making processes and techniques, eventually becoming responsible for determining his / her own learning purposes and the means for achieving them. Staff members will seek to be wise counselors of student and skillful facilitators of learning. To this end, the Board and staff will work together to establish an environment conducive to the very best learning achievement for each student through the implementation of the following belief statements regarding students:

- Students attend schools which are focused on their individual needs, where they master a common core of knowledge and skills in the basic academic subjects.
- Students are helped to develop appropriate educational and career goals.
- Student behavior, academic progress, and emotional well-being are continually monitored.
- Students are encouraged to engage in the full life of the school, including its co-curricular program.

5010 (Continued)

- Students develop the full range of their productive thinking and problem-solving talents, creative capacities and communications abilities including oral, written and listening skills.
- Students develop a strong sense of social responsibility and accept and respect multicultural diversity in others.
- Students are capable of properly exercising their personal, political and ethical choices in a free society within a constantly changing world.
- Students understand the importance and value of school work and how their performance, responsible efforts and decisions affect their future opportunities.
- Students are able to integrate knowledge and skills and apply them to on-the-job and real life experiences.
- Students are provided with the information, assistance, and support to make informed decisions regarding his / her post-graduate plans.
- Students are prepared for their transition to work or further education by counselors who serve as advocates and they have a foundation for lifelong learning.

Date of Adoption: 5/2/95

Equal Educational Opportunity

The Board reaffirms the principle that every student should be given equal educational opportunity for maximum educational development. Therefore, the district will foster an educational environment that provides equal opportunity for all students.

In meeting this objective, the Board intends to create educational opportunities for each student so that challenging programs are provided which relate to the stages of development of the individual. As a consequence, when necessary, additional resources will be made available or special procedures put in place.

It will be the policy of the schools to allocate district personnel, curriculum materials, and instructional supplies among the schools on a comparable basis. To this extent, the district will strive to maintain a balance of personnel, curriculum materials, and instructional supplies so as to minimize variations among schools.

cf. #5020.1 Nondiscrimination)

(cf #5200: Rehabilitation Act of 1973, Section 504)

(cf. #6161.3 Comparability of Services)

Legal Reference: Connecticut General Statutes
10-153 Discrimination on account of marital status
46a-60 Discriminatory employment practices prohibited
Federal Law
Title VII of the Civil Rights Act 1964
Section 504 and the Federal Vocational Rehabilitation Act of 1973,
20 U.S.C. 706 (7)(b)
American Disability Act of 1989
Chalk v. The United States District Court of Central California
Title IX of the Education Amendments of 1972
Civil Rights Act of 1987

Date of Adoption: May 2, 1995

Technical Revision: August 22, 2006

Assignment of Students to School

Students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the Superintendent. The Madison Public Schools reserves the right to assign students to schools outside their normal attendance area as appropriate to create and / or maintain equitable class sizes for grades one through four. Final placement of students in the elementary schools will be determined on the basis of both current and projected student enrollment for each of the attendance areas.

Special permission may be granted if:

- The change involves an identified special needs student or a hardship case, or if there are medical considerations;
- The change appears to be in the best interests of the student or of the school;
- The legal residence of a student changes from one attendance area to another within the Madison district during the school year and the parents wish the student to remain in his or her former school. Such permission will not extend beyond the current school year.

School bus transportation will not be provided for students attending school outside their attendance area unless they can be accommodated on existing bus routes and schedules; or unless an identified special needs student is involved; or unless specific permission is granted by the Board.

(cf. 5030.1 Intradistrict School Attendance Areas)
(cf. 5030.2 Interdistrict School Attendance Areas)

Date of Adoption: May 2, 1995
Date of Revision: November 7, 2006

Intradistrict School Attendance Areas

School attendance areas for the elementary schools under the jurisdiction of the Madison Board of Education will be drawn up by the Superintendent and approved by the Board. The Board is committed to the use of long-range planning techniques in establishing intradistrict school attendance areas and in minimizing the need for frequent boundary changes. The primary considerations that govern the establishment of a school attendance area are equal educational opportunity, operational needs of the school system, demographic data, school capacity, transportation considerations and neighborhood lines. Any recommendation for the establishment of school attendance area boundaries will include an analysis and justification based on these considerations.

The following conditions may require the change of school attendance areas: an overcrowded condition in an existing school, the closing or opening of a school or the development of new residential areas or the reconfiguration of grades within the schools. At those times, the Board's primary basis for judgment must be the same considerations as stated above for the establishment of a school attendance area. The Board recognizes its responsibility to hear suggestions and reactions from the community prior to approving any redistricting plan.

Whereas Madison is undergoing continuous growth as well as population shifts, redistricting will be reviewed annually by the Superintendent, and any recommendations will be brought to the Board.

The Superintendent is authorized to make exceptions to district lines for individual students in the best interests of the student or school.

Date of Adoption: 5/2/95

Interdistrict School Attendance Areas

The Board of Education recognizes that students may benefit from having a choice of schools to attend within the Connecticut public school system that is not limited by school and/or Madison's district boundaries. Public school choice will (1) provide parents and students with greater opportunities to choose the school and / or program that best meets the academic needs of the student; (2) influence positively the level of parent involvement and student motivation; (3) improve academic achievement; (4) reduce racial, ethnic and economic imbalance; and (5) provide a choice of educational programs for students.

The Madison Public Schools will cooperate with the appropriate regional educational service center in the planning and implementation of the state-wide interdistrict public school attendance program in accordance with the timelines and provisions contained within C.G.S. 10-4a as amended by PA 97-290, "An Act Enhancing Educational Choices and Opportunities," and C.G.S. 10-266aa as amended by P.A. 99-289, "An Act Concerning School Choice and Interdistrict Programs."

Nonresident students from the New London district who apply pursuant to the regulations approved by the Board, may enroll in particular programs or schools in districts in the surrounding areas on a space available basis, without payment of tuition except that the Madison Public Schools shall receive an amount, within available appropriations, from the Department of Education, for each out-of-district student attending a school within the Madison Public Schools. It is recognized that the Regional Service Centers shall determine which school districts in its area are located close enough to a priority school district to make transportation feasible.

In providing for admission of nonresident students, the Madison Public Schools shall consider:

1. Issues pertaining to the availability of space within a requested school to accommodate the enrollment request. The Madison Public Schools will notify its RESC by March 31 of each year of the space it will have available for students from the surrounding area for the new school year.
2. Programs available and the possible establishment of new programs.
3. Eligibility criteria for participating in a particular program, including age requirements, course prerequisites and required levels of performance.
4. Dates of enrollment of nonresident students in a school or program.
5. The requirement that participants attending school in the Madison Public Schools may do so until they graduate from high school.

It is the policy of the Madison Public Schools to receive nonresident students as part of the state-wide interdistrict public school attendance program in accordance with plan developed with the Regional Educational Service Center. Such planning, the Board believes, should consider, but not be limited to, the issues of definition and determination of space availability, choice of students, transportation to and from school and for after-school activities. Further, planning should consider issues related to special education, prior disciplinary behavior, and acceptance of prior academic work. The Madison Public Schools will not recruit students under this program for athletic or extracurricular purposes. Records of students involved in the interdistrict program will be promptly forwarded to the receiving district.

The Board directs the Superintendent and staff not to make any distinction based on race, sex, ethnic group, religion or disability of any student who is in attendance or who seeks admission to any school within the Madison Public Schools in the determination or recommendation of action under this policy.

#5030.2 (cont.)

(cf. 5020.1 - Nondiscrimination)
(cf. 5030 – Assignment of Students to School)
(cf. 5030.1 – Intra-District / School Attendance Areas)
(cf. 5060.1.2 - Nonresident Attendance)
(cf. 5100.9.1 Student Recruitment)

Legal Reference: Connecticut General Statutes

10-4a Education interests of state defined, as amended by PA 97-290 -An Act Enhancing Education Choices and Opportunities
10-226a Pupils or racial minorities
10-226b Existence or racial intolerance
10-226c Plan to correct imbalance
10-226d Approval of Plan by State Board
10-266aa Statewide interdistrict public school attendance program, as amended by P.A. 99-289, An Act Concerning School Choice and Interdistrict Programs.

Date of Adoption: December 7, 1999
Technical Revision: August 22, 2006

**Regulation #5030.2
Interdistrict School Attendance Areas**

No regulations required for Policy #5030.2

#5040
School Census

The school district will conduct an annual census in accordance with the Connecticut State Department of Education Data Acquisition Plan to ascertain and identify the number of school age children in the district in grades kindergarten through twelve.

Legal Reference: Connecticut General Statutes
 Sec. 10-10a. Public school information system.

Date of Adoption: May 2, 1995
Technical Revision: August 22, 2006

#5060.3

Withdrawal From School / Drop-Outs

It is the responsibility of the school administration to identify potential student drop-outs and to use those resources available to encourage such students to remain in school. Failing this, the school administration should attempt to guide former students into an alternative plan of education.

A concerted effort should be made by school administrators and counselors to keep in contact with students who withdraw from school during the months immediately following their withdrawal and to encourage those students to reevaluate their decisions to drop out.

(cf #5050.1 Compulsory Attendance)

(cf #5060.3.1 Re-Entry to School)

Date of Adoption: February 27, 1996

Technical Revision: August 22, 2006

Assignment of New Students to Classes and Grade Levels

Nothing in this policy is intended to prejudice the student's education as received in any nonaccredited school but only to assure maintenance of standards of the Madison Public Schools.

Students transferring from a school accredited by a state department of education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is nonaccredited will be accepted for enrollment at the level school records indicate, but the level of mastery and the quality of their previous class work must be validated against Madison Public School's performance standards and benchmarks.

Grades K-8

Previous work will be validated for K-8 students by successfully completing the grade in which they enroll. If upon enrollment, it appears that the student is not able to handle the assigned level after 20 school days, the school psychologist or other qualified person will evaluate the student by a written and / or oral examination. The psychologist, building principal, teachers, and parents involved will meet to determine the appropriateness of the placement of the student.

Grades 9 - 12

Transfer From Accredited School

A student transferring from an accredited school must earn a minimum of 4.25 credits during the senior year to receive a Daniel Hand High School diploma. Students must complete all graduation requirements in order to participate in the commencement exercises. Any transferred second-semester senior may arrange with his / her former school to receive a diploma.

Transfer From Nonaccredited School

Previous high school work will be validated for a 9-12 student by successfully completing a placement assessment for every unit / course completed in a nonaccredited high school, i.e. successful completion of the placement assessment of mathematics would validate the mathematics credit being transferred. If the placement assessment does not validate the credit, similar or equivalent work will be evaluated at the discretion of the principal. Students transferring from nonaccredited schools may transfer a maximum of (6) equivalent units per school year. Ordinarily, students from nonaccredited high schools will not be eligible to graduate from Daniel Hand High School with less than two years of attendance.

Reference: New England Association of Schools and Colleges (NEASC)
Date of Adoption: September 5, 1995

Assignment of Former Home-Schooled Students to Classes

Entry Procedures

When a student enters the district from home-schooled instruction, the district is required to determine the appropriate grade level and course level placement for the student. In order to make such determination when a student seeks entry, the administrator of the building will:

- contact Central Office to examine:
 - (a) the "Letter of Intent to Home School" which has been placed on file by the parent / guardian;
 - (b) the annual portfolio review(s) to determine if the student received equivalent instruction in the required courses;
- consult with the parent / guardian;
- review the permanent records of home-schooled instruction which are required to be kept by the parent / guardian, including the annual standardized test and / or annual assessment of educational progress; and
- require a placement assessment per the principal's recommendation.

Students will not be allowed "part-time" status for home-schooled instruction.

Grade Placement Procedures:

Elementary and Middle Schools (K-8) Students

Appropriate grade placement on the elementary and middle school levels (K-8) will be determined by the following factors:

- chronological age,
- physical maturity,
- social adjustment,

- performance in relation to student learning objectives for grade level,
- individual performance on standardized achievement tests, and
- other assessments as deemed necessary for evaluation.

The decision to place and / or retain will be based upon consideration of all of the above factors and will be made by a team composed of the principal, teacher(s) and the Student Support Team.

High School

In addition to the above criteria, the following applies to students seeking entry from home schooling at the high school level (9-12):

- The student must qualify for admission with appropriate grade level skills.
- The building principal will verify that the student is eligible to be included in school under these procedures.
- Following consultation with parents / guardians and administration of academic standardized tests, when appropriate, the building principal or designee will make a determination of grade level placement. Such determination will be based upon the school district official's professional judgment of:
 - the requests of the parent;
 - the student's verified performance while on home-schooled instruction; and
 - when appropriate, the student's academic ability as documented by the results of district-administered standardized achievement tests.
- Once the appropriate grade level has been determined, the student and his / her parent / guardian and the high school guidance counselor will develop a planned program of study which will enable the student to make appropriate progress toward fulfilling all graduation requirements.
- All students must complete all courses required by state and federal statute.
- In order to graduate from Daniel Hand High School, the student must be enrolled in the district his / her entire twelfth (12th) grade.

- A student's transcript will show only courses taken following enrollment in the district. The transcript will note, "standing awarded following home-schooled instruction."

(cf. #6080.23 Home Schooling)

Legal Reference: Connecticut Interscholastic Athletic Conference (CIAC) Eligibility Regulations

Date of Adoption: June 6, 1995
Technical Revision: August 22, 2006

**#5080.1
Tardiness**

The term "tardy" will be defined as being late to school, class or an activity, with or without permission of parents / guardian or school personnel. The building administrator in consultation with staff will establish a specific building definition of what constitutes "being late to school, class or an activity." All teachers will inform their respective classes of the building's definition of "being late to school, class or an activity." School personnel will work together to address the needs of students who are developing a pattern of being tardy and will refer to a school administrator those students who in the teacher's judgment are not making progress towards correcting the problem.

The Superintendent shall develop procedures for:

- monitoring tardiness,
- intervening through appropriate staff procedures in cases of tardiness, and
- contacting and meeting with parents / guardians where indicated or required by law.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Date of Adoption: 6/6/95

Date of Revision: 8/16/05

#5080.2.1

Attendance Records and Monitoring

Toward the objective of encouraging regular school attendance and in accordance with the Board of Education's requirement that accurate records be kept of each student's attendance, a member of the Central Office staff may be chosen by the Superintendent to supervise the maintenance of attendance records according to regulations developed by the Superintendent. Such individual will be responsible for the implementation of these regulations throughout the district.

Chain of Authority for Attendance Issues

Any teacher giving instruction to any child within the compulsory attendance age will promptly report any absence to the person serving as attendance monitor for each school. If the school principal or his / her designee deems it so appropriate, he / she will report attendance issues to the designated Central Office staff member for his / her further action.

(cf. Policy #5080 Student Absences)
(cf. Policy #5080.2 Truancy)

Date of Adoption: June 6, 1995
Technical Revision: August 22, 2006

**#5090.1
Student Due Process Rights**

The constitutional rights of individuals assure protection of due process of law.

- The hallmark of administrative authority will be fairness;
- Every effort will be made by administrators and faculty members to resolve problems through effective utilization of the school district's resources in cooperation with the student and his or her parent or guardian;
- In cases where these policies, state law or any regulations adopted pursuant to these policies require a hearing, a student must be given an opportunity for such a hearing;
- The hearing authority designated by the Board may request the student and parent or guardian to attempt conciliation first, but if the student and parent or guardian decline this request the hearing authority will schedule the hearing as soon as possible; and
- In the event of a suspension, no student shall be suspended without an informal hearing by the administration at which the student will be informed of the reasons for the suspension and be given an opportunity to explain the situation. In the event of an emergency, the student may be suspended and a hearing held thereafter, as provided by law. However, if the circumstances and state law require, a formal hearing shall be held.
- In the event of an expulsion, a student shall have a right to a hearing as provided by law.

Grievance procedures shall be available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of race, color, national origin, sex, and handicap.

Legal Reference:

Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)
Grayned v. City of Rockford, 408 U.S. 104 (1972)

Amendment of U.S. Constitution - Article I.
Connecticut Constitution, Article First, Declaration of Rights, Sections, 4, 5
Academic Freedom Policy (adopted by Connecticut State Board of Education
(9/9/81)

Connecticut General Statutes

10-221 Boards of Education to prescribe rules
P.A. 94-115 An Act Concerning School Searches (Effective 10/1/94)
New Jersey v. TLO, 469 U.S. 325; 105S CT 733
20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972
34 C.F.R. Part 106 Title IX of the Educational Amendments of 1972

Date of Adoption: September 5, 1995

Date of Revision: February 8, 2006

Age of Majority / Emancipated Minors

Students declared emancipated by appropriate judicial authorities or who have reached the age of majority are entitled to all rights of emancipation per Connecticut General Statute 46b-150d and all rights of an adult as provided for under Connecticut law respectfully.

Legal Reference: Connecticut General Statutes
 1-1d "Minor," "infant," "infancy," age of majority," defined
 46b-150 Emancipation of minor, Procedures
 46b-150d Effect of emancipation

Date of Adoption: May 4, 1999

#5090.1.4 Student Misconduct in Schools

The district's rules of conduct and discipline are established to achieve and maintain order in the schools. Persistent or repeated violations of the rules of conduct may result in increasingly serious penalties.

The district has jurisdiction over its students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any activity during the school day on school grounds and attendance at any school-related activity, regardless of time or location.

While the district does not assume responsibility for the acts of students going to and from school, it may take disciplinary action, if the circumstances warrant. On the way to and from school, students will not loiter, litter, trespass, abuse, assault one another, or create a nuisance for residents or businesses of the community.

District Policies address the following specific student expectations:

- appropriate attire,
- damage to school property,
- hazing,
- bullying,
- sexual harassment,
- racial or other discriminatory slurs,
- smoking,
- drugs and alcohol,
- weapons,
- assault,
- disruptive activities,
- attendance,

- publications and prior review, organizations and clubs,
- possession of prohibited devices,
- inappropriate use of technology at school,
- engaging in misconduct on school buses, and
- being tardy, truant or otherwise skipping classes or other scheduled activities

Prohibited Conduct / Behavior

In addition to the actions prohibited in the policies listed above students at school or school-related activities are prohibited from, but not limited to, the following:

- engaging in any conduct that disrupts the school environment or educational process;
- cheating, borrowing, or copying the work of another student, or allowing work to be copied by another student;
- tampering with school records;
- throwing objects that can cause bodily injury or damage property;
- leaving school grounds without a school official's permission to do so;
- being in unauthorized areas of schools / school grounds
- using profanity, vulgar language or obscene gestures;
- failing to comply with lawful directives from school personnel, including but not limited to, the classroom teacher;
- damaging or vandalizing property owned by other students or District employees;
- engaging, in misconduct on school buses;
- fighting;
- committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from any unwilling person or forcing an individual to act through the use of force or threat of force;
- engaging in verbal abuse or derogatory statements addressed publicly to others that may cause disruption or incite violence;
- engaging in rude or disrespectful behavior to others;

- being insubordinate;
- causing or participating in classroom disturbances;
- possessing or using fireworks or explosives; and
- engaging in inappropriate physical familiarity disruptive to other students or the educational environment.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf 5090.3 General Rules of Student Conduct)
 (cf 5090.3.1 Student Dress)
 (cf 5090.3.2 Care of Property by Students)
 (cf 5090.3.6.1 Hazing)
 (cf 5090.3.6.1.1 Bullying)
 (cf 5120.4.2.4 Sexual Harassment Among Students)
 (cf 5210.4.2.7 Racial Harassment of Students)
 (cf 5090.6 Tobacco Use by Students)
 (cf 5090.7 Drug and Alcohol Use)
 (cf 5090.7.1 Inhalant Abuse)
 (cf 5090.8 Weapons and Dangerous Instruments)
 (cf 5090.5 Secret Societies / Gang Activity)
 (cf 5080 Student Absences)
 (cf 5080.1 Tardiness)
 (cf 5080.2 Truancy)
 (cf 5090.4 Student Publications)
 (cf 5090.9 Pagers and Wireless Telephones)
 (cf 5090.10 Prohibited Use of Laser Pointers)
 (cf 5210 Acceptable Use of Computer Equipment and Related Systems, Software and Networks)
 (cf 5090.3.3 Student Conduct on School Buses)
 (cf 5110.4 Suspension / Expulsion / Expulsion from School / School Activities)

Date of Adoption: June 20, 1995
 Date of Revision: August 16, 2005

**#5090.3.2
Vandalism**

The district may press legal charges against any student who, in any manner, advocates, teaches, incites, proposes, aids, abets, encourages or advises the unlawful injury or destruction of school property. The parent or guardian of any minor / unemancipated child who willfully cuts, defaces, or otherwise damages, in any way, any property, real or personal, belonging to the district shall be held monetarily liable for such actions up to the maximum amount allowed under state law. Injury shall include intentional unauthorized modifications made to computer hardware and / or software.

Liability of Parents and Students

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent or guardian for damages done by a minor child is in addition to any other liability which exists in law. Liability shall include all costs incurred to remedy the situation.

The parent or guardian of a minor child shall also be held liable for all property belonging to the district that has been lent to the student and not returned upon demand of the district. The student may also be liable to disciplinary action.

An adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the district, including property that has been lent to the student and not returned upon demand of the district. The student may also be subject to disciplinary action.

Vandalism

5090.3.2 (Cont.)

Damaged or lost instructional articles will be replaced by the student and / or his or her parents / guardians. The individual school price list will be used in establishing replacement fees based on the list price and depreciation schedule.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules. (re sanctions that may be imposed by a Board against students who damage or fail to return textbooks, library materials, or other educational materials)

52-572 Parental liability for torts of minors. Damage defined.

Date of Adoption: 06/22/95
Date of Revision: 04/21/09

Student Conduct on School Buses

Student Conduct on School Buses

The Board of Education will provide transportation for students under provisions of state law and regulations. The Superintendent of Schools shall administer the operation so as to:

- provide for maximum safety of students; and
- supplement and reinforce desirable student behavior.

The Superintendent shall develop procedures for the reporting and handling of disciplinary matters.

The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the bus company, who will notify the student's principal.

The principal will have the authority to take appropriate disciplinary action for students engaging in misconduct on a school bus, in accordance with procedures established by the Superintendent.

Students must cooperate and maintain good conduct to ensure a safe transportation system.

1. Students shall stand in an orderly manner and out of the traffic lane at bus stops.
2. Students shall be at the bus stop ten minutes before the scheduled pickup.
3. Students shall move to enter or exit a bus only when the bus has come to a full stop and the doors are opened.
4. Students shall be respectful of the driver and each other.
5. Students must remain seated at all times on the bus.

6. Students shall not fight at any time on the bus. Students are to keep hands, feet and objects to themselves and within the bus.
7. Students shall not throw items in the bus or out of the bus.
8. Students shall not eat, drink or smoke on the bus.
9. Students shall keep the aisle of the bus free of all objects.
10. Students may have conversations, but shouting is not permitted.
11. Students shall respect the property of others.
12. Students shall not distract the bus driver.
13. Students, when necessary, must cross in front of the school bus, within the driver's view and await the driver's signal to cross.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Date of Adoption: June 20, 1995
Date of Revision: August 16, 2005

Regulation #5090.3.3
Student Conduct on School Buses

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Regulations are incorporated into Policy #5090.3.3.

#5090.3.6.1
Hazing

It is the policy of the Board of Education and school district that hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Hazing is defined as any act of coercing another to participate in an initiation into any student or other organization that causes or creates a risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

No administrator, faculty member, or other employee of the school district will encourage, permit, condone, or tolerate hazing activities. No student, including leaders of student organizations, will plan, encourage, or engage in any hazing.

Administrators, faculty members, and all other employees of the school district will be particularly alert to possible situations, circumstances of events which might include hazing. If hazing or planned hazing is discovered, involved students will be informed by the discovering school employee of the prohibition contained in this policy and will be required to end all hazing activities immediately. All hazing incidents will be reported immediately to the Superintendent.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with State law.

Students who violate this policy will be subject to disciplinary action as outlined in the Board of Education approved student handbook. The Superintendent shall develop regulations for implementation of this policy.

(c.f. #5090.1.4 Student Misconduct in Schools)
(c.f. #5090.3.4 Out of School Misconduct)
(c.f. #5090.3.6.1.1 Bullying)
(c.f. #5090.5 Secret Societies / Gang Activities)
(c.f. #5110.4 Suspension / Expulsion / Exclusion from School / School Activities)
(c.f. #5120.4.2.4 Sexual Harassment Among Students)

Date of Adoption: September 19, 1995
Date of Revision: August 16, 2005
Date of Revision: January 24, 2017

Weapons and Dangerous Instruments

Students shall not possess firearms, facsimiles or realistic replicas of firearms, weapons, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor at any school-related or school-sponsored activity away from school facilities. Firearms, weapons, and dangerous instruments shall include those defined by law (18 U.S.C. 921, C.G.S. 53a-3, and 53-202 to 53-206, and 29-35). Such weapons include, but are not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blade of which can be opened by a flick or a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device. Pursuant to federal law, the term “firearm” includes, but is not limited to, any weapon designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device.

The possession of, use, or bringing such weapons or devices on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action.

A student’s conduct off school grounds that is seriously disruptive of the educational process or violative of the Board’s publicized policies may also be grounds for expulsion. A student found to be in possession of a firearm or dangerous weapon, as defined by law and in violation of this policy, shall be subject to an expulsion of one calendar year. The Board of Education or hearing board / officer may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be

#5090.8 (continued)

reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

Any dangerous device or weapon may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools, and to protect the safety of students, staff and the public.

Every employee seizing any weapon or dangerous instrument under the provisions of this policy shall report the incident to the building principal immediately, and deliver the seized device to the principal, together with the names of persons involved, witnesses, location and circumstances of the seizure.

If an employee knows or has reason to suspect that a student has possession of such a device but the device has not been seized, the employee shall report the matter to the principal immediately, and the principal shall take such action as it is appropriate. The principal shall report all violations of this policy to the Superintendent or designee, and to the local law enforcement agency on approval of the Superintendent or designee.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf. 5110.4 - Suspension / Expulsion; Due Process)
(cf. 5090.8.1 - Search and Seizure)
(cf. Madison Public Schools Crisis Management Manual)
(cf 5090.1.4 Student Misconduct in Schools)
(cf 5090.3.4 Out of School Misconduct)

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-233a through 10-233f – Expulsion as amended by PA 95-304
53a-3 Definitions
53a-217b – Possession of firearms and deadly weapons on school grounds
53-206 Carrying and sale of dangerous weapons
PA 94-221 An Act Concerning School Discipline and Safety
GOALS 2000: Educate America Act
18 U.S.C. 921 Definitions

#5090.8 (continued)

USCA 7151 – No Child Left Behind Act

Date of Adoption: September 5, 1995
Date of Revision: August 16, 2005
Date of Revision: February 8, 2006

**#5100.1.2
Equal Access Act**

The Equal Access Act requires that public secondary schools grant equal access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum related student groups to meet. The law establishes the open forum be held during specific times as determined by the school principal to ensure equal access to student groups wishing to meet. The open forum is defined as the lunch hour or non-instructional time as determined by the principal.

The principal may approve student groups' use of facilities to conduct a meeting during the open forum provided that:

- The meeting will take place during the open forum.
- The meeting is voluntary and student initiated. The principal must be assured that students are the ones promoting such activities and that they are participating of their own volition. Only students enrolled in the school may request the meetings.
- School authorities or district employees do not promote, lead or participate in such meetings. Principals may assign personnel to supervise these meetings. This action does not constitute sponsorship by the district of such meetings.
- The presence of school authorities or district employees or district personnel at any student religious meeting is non-participatory in nature. The presence of school authorities is for the purpose of student supervision only, not staff participation.
- The meeting does not in any way interfere with the conduct of regular instructional activities of the schools. Since the education of the student is the prime responsibility of the school, any other activities are secondary. The school may deny facilities to students on the basis that such activities or meetings interfere with the instructional program or that the school cannot provide adequate supervision.

- Student meetings are not controlled, conducted or directed by people or groups not affiliated with the schools. Such persons may attend student meetings but not on a regular basis nor in a participatory capacity. Visitors to the school must be approved by the principal and clearance obtained prior to the meeting.
- The meeting is open to all students without regard to race, gender, sexual orientation, religion, or national origin.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

Date of Adoption: April 2, 1996

Date of Revision: August 16, 2005

#5120.4.2.7

Racial Harassment of Students

The Board of Education is committed to safeguarding the rights of all students within the school district to learn in an environment that is free from racial discrimination, including harassment. The Board recognizes that racial harassment of students can originate from a person of the same or different race of the victim including peers, employees, Board members, or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

Racial harassment of students consists of different treatment on the basis of race and is recognized in two different forms:

1. when the district's employees or agents, acting within the scope of official duties, treat a student differently than other students solely on the basis of race; or
2. when the education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive, or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided.

The Board also prohibits any retaliatory behavior against complainants or any witnesses. Any student who believes that he / she has been subject to racial harassment should report the alleged misconduct immediately so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged racial harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any racial harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of racial harassment. Such

procedures are to be consistent with any applicable provisions contained in the district's policy manual, collective bargaining agreements, the tenure laws as well as other federal and state laws on racial harassment. Training programs shall be established for students and employees to raise awareness of the issues surrounding racial harassment and to implement preventative measures to help reduce incidents of racial harassment.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

(cf. 5020: Equal Educational Opportunity)

(cf. 5020.1: Nondiscrimination)

(cf. 5090.1: Student Due Process Rights)

(cf. 5120.4.2.4: Sexual Harassment Among Students)

(cf. 5090.5: Secret Societies / Gang Activity)

Legal Reference: Civil Rights Act of 1964, Title VI

42 U.S.C. §2000 et seq. 34 CFR Part 1000

Date of Adoption: February 6, 2001

Date of Revision: August 16, 2005

**Improve Completion Rates of the
Free Application for Federal Student Aid (FAFSA)**

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6 The Madison Board of Education (the “Board”) understands that completion of the Free
7 Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary
8 education and is associated with higher rates of college enrollment. The Board is committed to
9 improving the completion rates of the FAFSA for students enrolled in the Madison Public
10 Schools (the “District”).

11
12 In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in
13 the District, the District shall develop a systematic program through which such students are
14 educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and
15 assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board
16 directs the Superintendent or designee to develop administrative regulations in furtherance of this
17 policy. The Board further directs the Superintendent or designee to conduct periodic
18 assessments of such regulations, at least annually, to determine effectiveness in improving
19 completion rates of the FAFSA.

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21 Any information contained in a FAFSA, held by the Board, shall not be a public record for
22 purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the
23 provisions of section 1-210 of the Connecticut General Statutes.

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25 Each year, the Superintendent or designee will report to the Board the FAFSA completion rate
26 for each high school in the District.

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28 The Board may accept gifts, grants and donations, including in-kind donations, to implement the
29 provisions of this policy.

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31 Legal Reference:

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33 Conn. Gen. Stat. § 10a-11i

34 Conn. Gen. Stat. § 10-223m

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36 First Reading:

#5220R

**Improve Completion Rates of the
Free Application for Federal Student Aid (FAFSA)**

In order to improve the completion rates of the Free Application for Federal Student Aid (“FAFSA”) by students enrolled in the Madison Public Schools (the “District”), the District will:

- Develop a FAFSA Task Force to identify challenges, successes, and next steps in improving the completion rates of the FAFSA among students in grade twelve.
- Track data from such students regarding FAFSA completion, including date of completion.
- Identify FAFSA coaches who will be assigned a caseload of students to assist students in completing the FAFSA and monitor their completion rates.
- Provide incentives to students who have completed the FAFSA, which may include but are not limited to, spirit days and giveaways, if funding permits.
- Conduct annual presentations to students about the purpose and importance of the FAFSA and the District’s resources available to help students in completing the FAFSA.
- Provide professional development to identified District staff regarding the FAFSA and best practices for supporting students in completing the FAFSA.

Legal Reference:

Conn. Gen. Stat. § 10-223m