

# Board of Education Regular Meeting

Tuesday, April 1, 2025 7:30 PM

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

## I. Call to Order / Attendance

I.A. Pledge of Allegiance

## II. School / Community Session

II.A. Public Participation

## III. Board of Education Student Representatives' Report

**Speaker (s):** Brooke Anderson and Grace Ackerman

## IV. Superintendent's Report

**Speaker (s):** Craig A. Cooke, Ph.D.

IV.A.

- Student Presentation - David Jacoby
- Paraprofessional Appreciation Day
- Communications Presentation

## V. Board Members' Comments

## VI. Audience Response to Information Presented (Ref. Bylaw #9540.10)

## VII. Consent Agenda (Ref. Bylaw #9540.2)

VII.A. Line Item Transfers as of March 26, 2025

VII.B. Budget Expenditures as of March 26, 2025

VII.C. March 2025 Personnel Report

## VIII. Action Item: Motion to approve the Consent Agenda

## IX. Board Committees / Liaison Updates (Ref. Bylaw #9450)

IX.A. Curriculum and Student Development

**Speaker (s):** Members: Steve Pynn, Chair; Catherine Miller, Mary Ann Connelly

IX.B. Facilities Committee

**Speaker (s):** Members: Emily Rosenthal, Chair, Steven Pynn, Diane Infantine-Vyce

IX.C. Finance Committee

**Speaker (s):** Members: Galen Cawley, Chair, Christine Maisano, Emily Rosenthal

IX.D. Personnel Committee

**Speaker (s):** Members: Maureen Lewis, Chair; Catherine Miller, Mary Ann Connelly

IX.E. Policy Committee

**Speaker (s):** Members: Diane Infantine-Vyce, Chair; Maureen Lewis,

Galen Cawley

- IX.E.1. Policies for review, second reading:
- 2300 Hold on the Destruction of Records
  - 5131.911 Bullying Prevention and Intervention
  - 5131.914 Safe School Climate Policy
  - 6070.1 Curriculum Development
- Then Rescind 6070.2 Curriculum
- 6146.3 Credit for Online Courses

IX.F. LEARN Liaison

**Speaker (s):** Mary Ann Connelly

X. **Action Item: Motion to approve a donation from Jon LaRiviere to the DHHS Fencing Program in the amount of \$8500 to purchase fencing equipment.**

XI. **Action Item: Motion to approve the disposal of used books and equipment.**

XII. **Action Item: Motion to rescind policy 6070.2 Curriculum**

XIII. **Action Item: Motion to approve the following policies: 2300 Hold on the Destruction of Records, 5131.911 Bullying Prevention and Intervention, 5131.914 Safe School Climate Policy, 6070.1 Curriculum Development, 6146.3 Credit for Online Courses**

XIV. **Action Item: Motion to approve the minutes of the March 18, 2025 Board of Education Meeting (Ref. Bylaw #9540.9)**

XV. **Future Agenda Items**

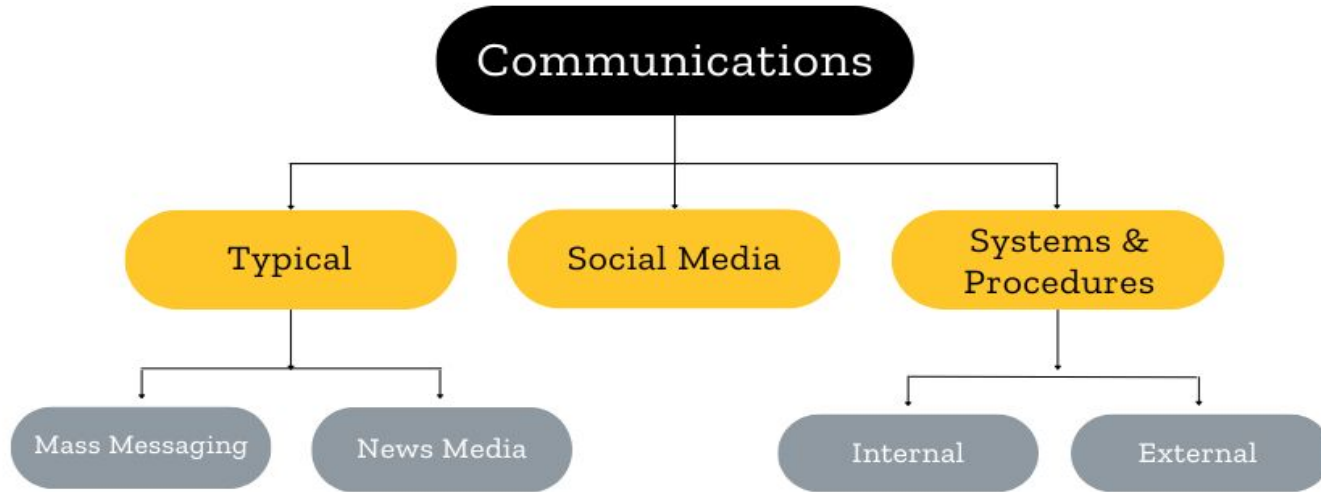
XVI. **Adjournment**

XVII. **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.**



# Communications Update

*Presented to the Board of Education April 1, 2025*



# Typical Methods of Communication

- Enotify/ Email
- Press Releases
- Backpack express
- Google Classroom
- Recent News (website)



# Social Media

- Facebook
- Instagram
- Youtube



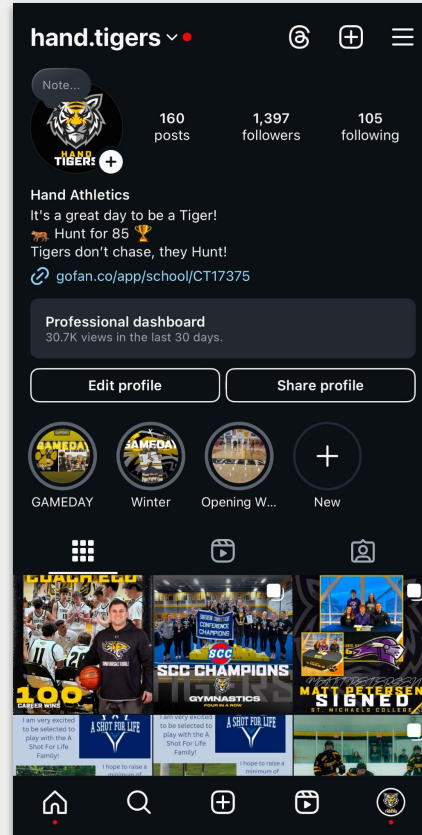
Welcome to Kindergarten!

Copy link

# Welcome to KINDERGARTEN!



Watch on  **2025 Registration is Open!**



hand.tigers

Note...

160 posts 1,397 followers 105 following

Hand Athletics  
It's a great day to be a Tiger!  
Hunt for 85  
Tigers don't chase, they Hunt!  
gofan.co/app/school/CT17375

Professional dashboard  
30.7K views in the last 30 days.

Edit profile Share profile

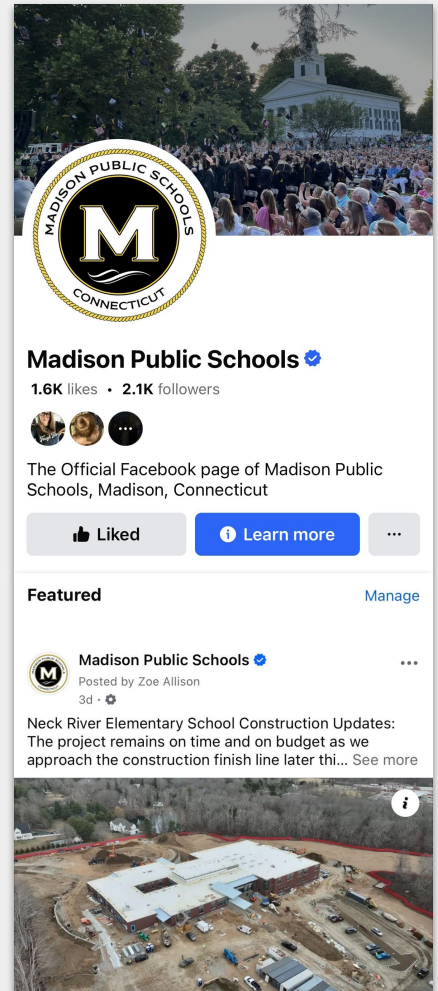
GAMEDAY Winter Opening W... New

100th Anniversary  
SCC CHAMPIONS  
MADE BY THE  
TIGERS CLASS OF 2025

A SHIRT FOR LIFE  
I hope to raise a...

A SHIRT FOR LIFE  
I hope to raise a...

A SHIRT FOR LIFE  
I hope to raise a...



MADISON PUBLIC SCHOOLS CONNECTICUT

## Madison Public Schools

1.6K likes • 2.1K followers


The Official Facebook page of Madison Public Schools, Madison, Connecticut

Liked Learn more

### Featured

Madison Public Schools  
Posted by Zoe Allison  
3d

Neck River Elementary School Construction Updates:  
The project remains on time and on budget as we approach the construction finish line later thi... See more



# Systems & Procedures

## *Intended to Streamline Communications*

- Infinite Campus Attendance
- College Visits Requests
- Google Forms
- Fire/Crisis Drills (Internal)
- Emergency Messages (Internal)
- Post-meeting messaging (Internal)



*NOTE: Starting March 3, 2025 parents/guardians of students in grades K-5 (Brown, Ryerson, Jeffrey) will begin using Infinite Campus to submit all absence requests for their students.*

Starting with the 2024-2025 school year, parents/guardians of students in Grades 6-12 will now use Infinite Campus to submit all absence requests for their students. See instructions below for navigating the Absence Request system.

### Submit a New Request

1. Log into Infinite Campus and click the Absence Request button on the homepage.

A screenshot of the Infinite Campus interface showing a student profile. The page has a green header and a dark sidebar on the left. The main content area is titled "Student Profile" and contains several sections: "Student Name" (with a dropdown menu), "Assignments", "Documents Need Attention", and "Absence Requests". An arrow points to the "Absence Requests" button in the "Absence Requests" section. Other buttons visible include "Contact List" and "View Registration".

2. Mark the student for whom you are submitting the absence request and select the reason the student will be absent from the Excuse dropdown list.

A screenshot of the Infinite Campus interface showing the "More | Absence Requests" page. The page has a green header and a dark sidebar on the left. The main content area is titled "More | Absence Requests" and contains a "Create Request" section. Below this section, there is a dropdown menu for "Student Name/ Grade" and a "Reason" dropdown menu. The "Reason" dropdown menu is open, showing a list of options: "APR Approval", "MCH Care Drive", "MCH Medical Health Care", "OT College (for 11 & 12) (see)", "MCH Student", and "Other".

# Programs & Special Projects

- Non-resident Tuition Program
- Marketing Campaigns
- Annual Budget
- MPS Renewal Plan
- Kindergarten - Early Admission & Registration



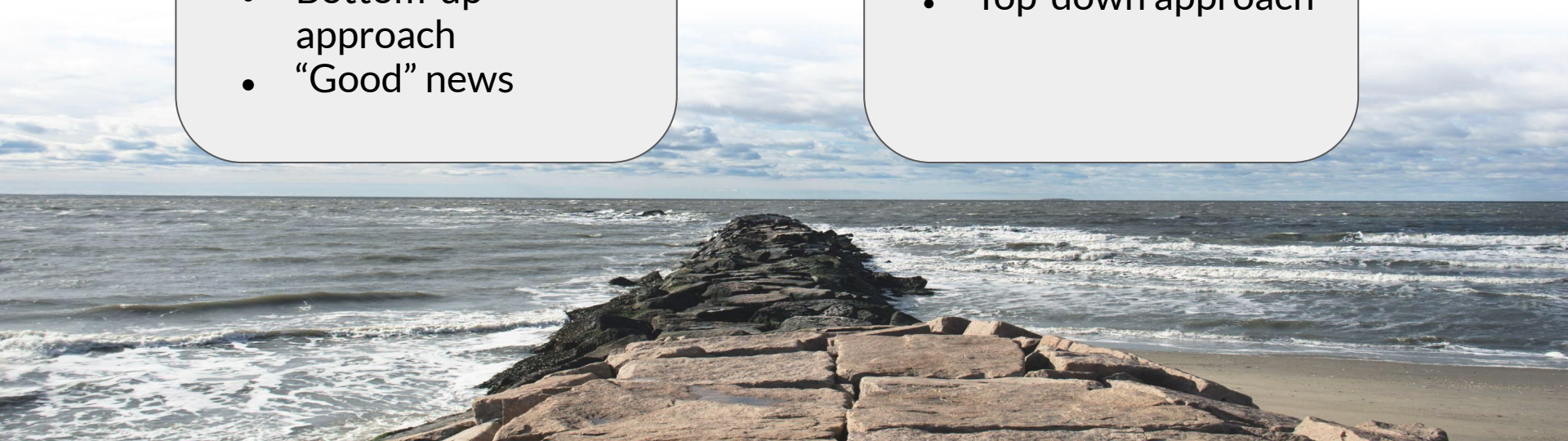
# Proactive vs. Responsive Communications

## Proactive

- Regular, consistent messaging
- Bottom-up approach
- “Good” news

## Responsive

- Emergency messaging
- Top-down approach





Questions?

## 2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 4.1.25

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
51000	51000 NEW STAFF AREA I	-274,658	274,658	0	0.00	0.00	0	0.00%
51108	51108 AP TESTING	15,000	0	15,000	0.00	0.00	15,000	0.00%
51109	51109 11TH COURSE STIPENDS	8,798	16,852	25,650	7,387.72	13,333.32	4,929	80.78%
51110	51110 TEACHERS	25,064,317	-541,390	24,522,927	14,993,711.94	9,421,229.05	107,986	99.56%
51111	51111 ADMINISTRATORS	2,331,443	14,492	2,345,935	1,723,319.84	611,217.03	11,398	99.51%
51112	51112 EPED	289,184	-2,881	286,303	139,093.00	141,723.00	5,487	98.08%
51113	51113 CO CURRICULAR	554,481	0	554,481	342,598.00	62,278.00	149,605	73.02%
51114	51114 EARLY RETIREMENT	18,268	17,120	35,389	0.02	0.00	35,389	0.00%
51116	51116 DIRECTORS / MANAGERS	411,133	0	411,133	339,185.80	69,647.46	2,300	99.44%
51120	51120 OFFICE STAFF	1,547,687	-10,905	1,536,783	1,052,776.97	474,025.56	9,980	99.35%
51121	51121 INSTRUCTIONAL PARAPROFES	1,856,773	-31,548	1,825,225	1,172,251.79	571,896.08	81,077	95.56%
51122	51122 CUSTODIANS	1,845,990	-20,351	1,825,639	1,132,809.09	680,628.76	12,201	99.33%
51123	51123 MEDIA / TECH PARAPROFESS	311,597	-180	311,417	189,219.69	98,967.99	23,229	92.54%
51124	51124 SECURITY / SUSPENSION	666,220	10,905	677,124	530,430.78	146,229.74	464	99.93%
51126	51126 SCHOOL HEALTH SERVICES	387,029	-1,820	385,209	257,834.26	124,008.07	3,367	99.13%
51128	51128 ATHLETIC TRAINER	58,491	0	58,491	41,779.36	16,711.65	0	100.00%
51129	51129 ATTENDANCE INCENTIVE	14,500	0	14,500	0.00	0.00	14,500	0.00%
51130	51130 THERAPISTS / OCCUP & PHY	465,605	3,906	469,511	280,411.94	189,098.92	0	100.00%
51210	51210 SUBSTITUTE TEACHERS	620,000	170,548	790,548	465,119.49	131,556.16	193,873	75.48%
51212	51212 SUBS / SCHOOL HEALTH SER	16,320	2,000	18,320	13,675.92	0.00	4,644	74.65%
51221	51221 CLASSIFIED SUBS	14,000	3,548	17,548	9,432.06	0.00	8,116	53.75%
51320	51320 OVERTIME	70,644	20,351	90,995	104,691.92	0.00	-13,697	115.05%
51321	51321 CUSTODIAL/CASUAL LABOR	93,806	0	93,806	32,002.23	0.00	61,804	34.12%
52130	52130 LIFE INSURANCE	49,200	0	49,200	-65,965.86	14,157.70	101,008	-105.30%
52200	52200 SOCIAL SECURITY	646,970	0	646,970	126,998.76	0.00	519,971	19.63%
52201	52201 MEDICARE	552,868	0	552,868	552,868.00	0.00	0	100.00%
52202	52202 FSA ADMINISTRATION	1,750	-126	1,624	679.40	213.30	731	54.97%
52300	52300 PENSION-DEF BENEFIT	1,099,475	0	1,099,475	964,657.75	0.00	134,817	87.74%
52301	52301 PENSION-DEF CONTRIBUTION	63,000	16,900	79,900	44,356.05	0.00	35,544	55.51%
52500	52500 UNEMPLOYMENT	25,000	-9,900	15,100	99.00	0.00	15,001	0.66%
52600	52600 WORKER'S COMP	234,037	-1,816	232,221	229,284.33	0.00	2,937	98.74%
52700	52700 DISABILITY INSURANCE	76,000	-10,176	65,824	44,475.75	18,574.48	2,774	95.79%
53000	53000 UNBUDGETED EXPENSE	75,000	0	75,000	75,000.00	0.00	0	100.00%
53101	53101 LABOR & LEGAL SVCES	120,000	0	120,000	38,070.00	825.50	81,105	32.41%
53222	53222 EVALUATION SERVICES	142,125	354	142,479	41,059.93	55,978.75	45,440	68.11%
53224	53224 STAFF DEVELOPMENT	245,815	27,944	273,759	111,594.55	9,210.61	152,954	44.13%

## 2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 4.1.25

OBJECT	ACCOUNT DESCRIPTION	ORIGINAL		REVISED			AVAILABLE	
		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
53225	53225 NEASC ACCREDITATION SERV	19,960	-354	19,606	18,976.86	113.65	515	97.37%
53230	53230 STUDENT SUPPORT SERVICES	54,000	-10,800	43,200	13,658.27	0.00	29,542	31.62%
53231	53231 ADULT EDUCATION	46,000	-4,000	42,000	42,000.00	0.00	0	100.00%
53300	53300 PROF / TECH SVCES	1,411,887	10,858	1,422,745	1,125,475.57	254,786.35	42,483	97.01%
53305	53305 PROF TECH MEDICAL	31,783	-1,471	30,312	28,229.35	0.00	2,083	93.13%
54210	54210 DISPOSAL / RECYCLING	113,200	0	113,200	69,936.54	37,740.13	5,523	95.12%
54220	54220 SNOW REMOVAL	64,946	0	64,946	64,946.00	0.00	0	100.00%
54300	54300 REPAIRS & MAINT	569,767	3,627	573,394	434,177.74	39,942.37	99,274	82.69%
54307	54307 TECH / INFRASTRUCTURE	42,000	0	42,000	15,000.00	0.00	27,000	35.71%
54308	54308 PLANNED AND CYCLED MAINT	489,500	50,000	539,500	539,500.00	0.00	0	100.00%
54309	54309 EMERGENCY MAINTENANCE	50,000	0	50,000	28,418.00	0.00	21,582	56.84%
54310	54310 KITCHEN MAINTENANCE	13,401	0	13,401	12,239.21	688.73	473	96.47%
54313	54313 TREATMENT PLANT REPAIRS	29,000	0	29,000	10,168.87	1,907.00	16,924	41.64%
54320	54320 REPAIR / CONTRACTS	36,500	0	36,500	22,062.98	3,250.00	11,187	69.35%
54330	54330 ALARM SERVICES	12,372	2,008	14,380	14,379.91	0.00	0	100.00%
54340	54340 TELEPHONE MAINTENANCE	14,024	-2,008	12,016	7,466.82	0.00	4,549	62.14%
54420	54420 RENTAL AGREEMENTS	17,886	160	18,046	3,236.43	14,393.57	416	97.70%
54600	54600 TREE SERVICES	8,828	0	8,828	0.00	0.00	8,828	0.00%
54900	54900 PURCHASE SVCES	155	0	155	0.00	0.00	155	0.00%
55110	55110 STUDENT ACTIV TRANS	20,008	-576	19,432	5,264.00	823.75	13,345	31.33%
55111	55111 REGULAR TRANSPORTATION	2,127,000	0	2,127,000	1,376,684.12	0.00	750,316	64.72%
55113	55113 FUEL / TRANSPORTATION	315,000	0	315,000	189,016.34	17,193.39	108,790	65.46%
55114	55114 SCHOOL CHOICE TRANSPORT	73,500	0	73,500	45,331.14	0.00	28,169	61.68%
55120	55120 SPED TRANSPORTATION	1,424,240	0	1,424,240	1,014,921.59	156,777.71	252,541	82.27%
55201	55201 GENERAL INSURANCE	335,127	816	335,943	334,652.67	1,290.50	0	100.00%
55203	55203 STUDENT INSURANCE	15,500	0	15,500	15,500.00	0.00	0	100.00%
55301	55301 TELECOMMUNICATIONS	152,084	0	152,084	93,303.96	44,532.50	14,248	90.63%
55302	55302 POSTAGE	20,159	-888	19,271	10,360.49	4,395.60	4,515	76.57%
55303	55303 REPORTS/PUBLIC RELATIONS	4,650	0	4,650	0.00	0.00	4,650	0.00%
55500	55500 PRINTING & BINDING	47,114	-256	46,858	37,449.57	3,534.80	5,873	87.47%
55501	55501 PRINTING / INSTRU SUPPLI	30,276	-818	29,459	18,289.25	2,666.15	8,503	71.13%
55608	55608 TUITION / TYPICALS	-70,000	0	-70,000	-45,515.00	0.00	-24,485	65.02%
55610	55610 EXT PLACEMENTS / PUBLIC	729,620	10,000	739,620	643,394.71	174,943.64	-78,718	110.64%
55630	55630 EXT PLACEMENTS / PRIVATE	1,864,584	0	1,864,584	1,512,053.14	855,500.07	-502,969	126.97%
55640	55640 SCHOOL CHOICE TUITION	76,000	-28,500	47,500	0.00	0.00	47,500	0.00%
55641	55641 EXTENDED YEAR SERVICES /	130,529	0	130,529	126,132.60	0.00	4,396	96.63%

## 2024-2025 MADISON PUBLIC SCHOOLS EXPENDITURE REPORT 4.1.25

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		APPROP	TRNFRS/ADJSMT	BUDGET	YTD EXPENDED	ENCUMBRANCES	BUDGET	% USED
55643	55643 EXT PLACEMENT/ GENERAL E	10,000	800	10,800	9,600.00	0.00	1,200	88.89%
55801	55801 TRAVEL (STAFF)	26,731	0	26,731	17,696.87	740.83	8,293	68.98%
55802	55802 TRAVEL (BOE)	320	0	320	0.00	0.00	320	0.00%
55900	55900 MISC PURCH SERVICES	10,850	0	10,850	5,760.00	4,480.00	610	94.38%
56101	56101 OFFICE SUPPLIES	38,372	722	39,094	26,946.35	3,179.59	8,968	77.06%
56110	56110 INSTRUCTIONAL SUPPLIES	452,847	27,860	480,707	276,122.76	70,553.36	134,031	72.12%
56111	56111 FAB LAB INSTRUCTIONAL SU	20,000	0	20,000	11,223.23	6,978.55	1,798	91.01%
56120	56120 INSTRUCTIONAL SOFTWARE	54,366	491	54,857	49,932.98	0.00	4,924	91.02%
56130	56130 CUSTODIAL SUPPLIES	127,132	0	127,132	115,656.88	4,268.79	7,206	94.33%
56131	56131 MAINTENANCE SUPPLIES	78,000	0	78,000	62,738.16	5,115.80	10,146	86.99%
56140	56140 FIELDS MAINTENANCE	112,900	0	112,900	73,943.91	2,306.98	36,649	67.54%
56206	56206 GAS SERVICES	328,814	0	328,814	185,665.29	7,968.43	135,180	58.89%
56207	56207 HEATING FUEL	10,944	0	10,944	714.08	0.00	10,230	6.52%
56210	56210 WATER	52,362	0	52,362	22,756.83	0.00	29,605	43.46%
56220	56220 ELECTRICITY	823,964	0	823,964	718,466.07	51.88	105,446	87.20%
56260	56260 EQUIPMENT MAINTENANCE	21,672	0	21,672	6,461.01	541.61	14,669	32.31%
56410	56410 TEXTBOOKS & REPLACEMENT	31,455	4,521	35,976	15,800.47	3,412.05	16,763	53.40%
56411	56411 TEXTBOOKS / NEW	36,500	-11,416	25,085	25,084.50	0.00	0	100.00%
56420	56420 AWARDS	4,000	0	4,000	187.00	0.00	3,813	4.68%
56421	56421 MEDIA SUPPLIES	33,447	4,526	37,972	20,696.17	11,597.42	5,679	85.05%
56422	56422 PERIODICALS	24,763	-230	24,533	21,989.71	23.22	2,520	89.73%
56423	56423 PRINT COLLECTION	78,589	-2,477	76,112	30,678.78	12,029.57	33,404	56.11%
56550	56550 STAFF UNIFORMS	5,258	1,523	6,781	6,780.93	0.00	0	100.00%
56551	56551 UNIFORMS / STUDENT GROUP	31,000	0	31,000	19,844.73	0.00	11,155	64.02%
56900	56900 SUPPLIES	43,000	-454	42,546	19,838.79	6,893.68	15,813	62.83%
56902	56902 PROGRAM SUPPLIES	25,000	0	25,000	640.00	19,320.83	5,039	79.84%
57301	57301 EQUIPMENT	208,134	-5,113	203,020	115,113.69	8,389.51	79,517	60.83%
57302	57302 OS SOFTWARE	338,637	0	338,637	271,027.91	0.00	67,609	80.03%
57303	57303 EQUIP - LEASE/PURCHASE	39,120	0	39,120	32,709.78	0.00	6,410	83.61%
57304	57304 COMPUTER HARDWARE	557,800	0	557,800	550,857.99	0.00	6,942	98.76%
57400	57400 PUBLIC SAFETY	6,623	0	6,623	6,623.00	0.00	0	100.00%
58100	58100 DUES, FEES & MEMBSHPS	92,262	2,963	95,225	81,096.98	7,090.00	7,038	92.61%
<b>Grand Total</b>		<b>53,763,330</b>	<b>0</b>	<b>53,763,330</b>	<b>35,620,275</b>	<b>14,640,933</b>	<b>3,502,122</b>	<b>93.49%</b>

# Personnel Report March 2025

Madison Board of Education			
<b>BOE Meeting Date:</b>		<b>Reporting Period:</b>	3/1-3/31/25
<b>New Hires / Reappointments</b>			
First Name	Last Name	Position	Location
Ashley	Leone	Instr. ParaEducator	Jeffrey
<b>Reassignments / Transfers</b>			
First Name	Last Name	Position	Location
<b>Retirements / Resignations / Separations</b>			
First Name	Last Name	Position	Location
Henryriana	Brown	Secretary	TCLC



# Policy Committee

## Exhibits

### **Policies for review, second reading:**

- 2300 Hold on the Destruction of Records
- 5131.911 Bullying Prevention and Intervention
- 5131.914 Safe School Climate Policy
- 6070.1 Curriculum Development
  - *Then Rescind 6070.2 Curriculum*
- 6146.3 Credit for Online Courses

## Policy Summary

April 1, 2025

### **Review, Second Reading:**

#### 2300 Hold on the Destruction of Records

We have revised this policy in light of new guidance issued by the Connecticut State Library, Office of the Public Records Administrator (“OPRA”) on June 4, 2024. Previous OPRA guidance permitted public agencies to develop, maintain, and submit internal digitization policies for OPRA’s approval in lieu of requesting OPRA’s authorization to dispose of original (nonpermanent) paper records after such records had been digitized. OPRA’s new guidance reverses the previous guidance and no longer permits public agencies to maintain internal digitization policies in lieu of seeking disposal authorization. The revised policy reflects OPRA’s new guidance and updated procedures and forms for disposition of original source records that have been converted to digitized records and/or when the district seeks to digitize and dispose of records on an ongoing basis

#### 5131.911 Bullying Prevention and Intervention

Effective July 1, 2025, all Boards of Education must adopt the new definition of bullying detailed in the Safe School Climate Policy approved by the Connecticut Social and Emotional Learning and School Climate Collaborative. We have made other technical revisions to this policy, including elimination of outdated policy language.

#### 5131.914 Safe School Climate Policy

Effective July 1, 2025, all Boards of Education must adopt the Safe School Climate Policy approved by the Connecticut Social and Emotional Learning and School Climate Collaborative.

#### 6070.1 Curriculum Development

This is not a mandatory policy and it may be repealed. If the Board elects to maintain this policy, we recommend administrative review to ensure that this continues to be the process the district wishes to follow relative to curriculum development. The policy is legally compliant.

Then rescind

#### 6070.2 Curriculum

This policy is not mandatory and we recommend repeal. The policy is addressed entirely by statute and is currently outdated, which is a continued risk because of the ever-changing nature of state curricular requirements.

#### 6146.3 Credit for Online Courses

This is a prior version of our model policy. We recommend that the Board revise this policy in accordance with our updated model.

~~Hold on the Destruction of Electronic Information and Paper Records~~ Retention and Disposition of Records and Information

The Board of Education (the "Board") complies with all state and federal regulations regarding the retention, storage and destruction of electronic information and paper records. The Superintendent or ~~his/hersuperintendent's~~ designee shall be responsible for implementing administrative regulations concerning the retention, storage, and disposition of records and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Madison Public Schools (the "District") and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District's computer systems are referred to as the "Users". ~~placing of a "hold" on electronic information and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.~~

**I. RETENTION OF RECORDS**

The District shall comply with all minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type. As such, the same record retention period that applies to paper records applies to electronically stored information. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official copy shall be the legally recognized copy maintained for record retention purposes.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials ~~All school officials~~ and employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or superintendent's designee.

**II. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS**

The Board has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular

45 phones, Smartphones, network access devices, radios, CD players, tablets, walkie-talkies, personal  
46 gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices.  
47 Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms,  
48 including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products  
49 that have the ability to create duration-based or subjective removal of content-and security focused  
50 platforms. The Board's computers, computer networks, electronic devices, Internet access and  
51 electronic messaging systems are referred to collectively as "the computer systems" and are provided in  
52 order to enhance both the educational opportunities for our students and the business operations of the  
53 District.

54  
55 Electronic messages sent by Users as part of their work and/or by using the District's computer systems  
56 and/or network(s) are not private communications and are potentially subject to disclosure, regardless of  
57 whether the messages are sent using personal devices or the District's computer systems. Users must  
58 understand that the Board has reserved the right to conduct monitoring of the District's computer  
59 systems and may do so despite the assignment to individual Users of passwords for system security.  
60 Any password systems implemented by the District are designed solely to provide system security from  
61 unauthorized users, not to provide privacy to the individual system User.

62  
63 The computer systems' security aspects, message delete function and personal passwords may be  
64 bypassed for monitoring purposes. Therefore, Users must be aware that they should not have any  
65 expectation of personal privacy in the use of these computer systems. This provision applies to any and  
66 all uses of the District's computer systems, including any incidental personal use permitted in  
67 accordance with the Board's policy and regulations regarding computer use by Users.

68  
69 Any retained messages may be retrieved for a variety of purposes, including but not limited to as part of  
70 routine monitoring by the District, an employee investigation, a search for documents pursuant to a  
71 Freedom of Information Act request, a formal discovery process as part of litigation, or other legal  
72 processes such as a response to a subpoena. Users should bear in mind that electronic messages may be  
73 retained at different locations within the computer systems and/or devices and that these messages are  
74 subject to retrieval, regardless of whether the User has deleted such messages from the User's or the  
75 District's accounts. Consequently, Users should use discretion when using computers or other electronic  
76 technology to send, record or retain electronic messages and information.

77  
78 ~~The Superintendent or his/her designee shall be responsible for developing and implementing~~  
79 ~~administrative regulations to preserve records, including e-mails and electronically stored information,~~  
80 ~~that could potentially be related to any matter that is currently in litigation or may be anticipated to result~~  
81 ~~in future litigation. Such regulations shall identify those individuals responsible for identifying those~~  
82 ~~matters for which records must be preserved as well as developing procedures, with the help of technical~~  
83 ~~staff, for the preservation of electronically stored information.~~

### 84 III. DISPOSITION OF RECORDS

85  
86 The disposition of records, or the destruction or transfer of records to the custody of another entity, shall  
87 only occur in accordance with relevant state and federal laws and guidelines established by the OPRA.

The District shall also follow the OPRA’s specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)  
Conn. Gen. Stat. § 7-109  
Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator (“OPRA”)

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)  
OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)  
OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)  
OPRA, Public Records Policy 05, *Disposition of Public Records* (Nov. 2011)  
OPRA, *Public Records Memorandum 101: Disposition of Original Paper Records After Scanning* (June 2024)

Connecticut State Library, State Archives (“State Archives”), *State Archives Policy 01: Transfer of Historical Records to the State Archives of Other Approved Archival Repository* (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

OPRA, Authorization for Disposal of Original (Non-Permanent) Records Stored as Digital Images, Form RC-040 (revised 5/2024)

OPRA, Annual Certification for Disposal of Original Non-Permanent Paper Records Stored as Digital Images, Form RC-045 (revised 5/2024)

OPRA, Certification for Disposition of Original Permanent/Life of Structure Records Stored as Digital Images, Form RC-075-245 (revised 12/2021+2024)

Frequently Asked Questions about E-mail, CT Public Records Administrator, available at <https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

Rules 34 and 45 of the Federal Rules of Civil Procedure

General Letter 2009-2 of the Public Records Administrator Record Retention — Schedules Towns, Municipalities and Boards of Education

Date of Adoption: April 6, 2021

| 32 First Reading: March 18, 2025  
| 33 Second Reading: April 1, 2025

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**Bullying Prevention and Intervention**

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1  
2  
3  
4  
5 The Madison Board of Education (the “Board”) is committed to creating and maintaining an  
6 educational environment within the Madison Public Schools (the “District”) that is physically,  
7 emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment  
8 and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the  
9 Board expressly prohibits any form of bullying behavior on school grounds; at a school-  
10 sponsored or school-related activity, function or program, whether on or off school grounds; at a  
11 school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional  
12 board of education; or through the use of an electronic device or an electronic mobile device  
13 owned, leased or used by the Board.

14  
15 The Board also prohibits any form of bullying behavior outside of the school setting if such  
16 bullying (i) creates a hostile environment at school for the student against whom such bullying  
17 was directed, (ii) infringes on the rights of the student against whom such bullying was directed  
18 at school, or (iii) substantially disrupts the education process or the orderly operation of a school.  
19 Discrimination and/or retaliation against an individual who reports or assists in the investigation  
20 of an act of bullying is likewise prohibited.

21  
22 Students who engage in bullying behavior or teen dating violence shall be subject to school  
23 discipline, up to and including expulsion, in accordance with the Board's policies on student  
24 discipline, suspension and expulsion, and consistent with state and federal law.

25  
26 For purposes of this policy, “**Bullying**” means unwanted and aggressive behavior among  
27 children in grades kindergarten to twelve, inclusive, that involves a real or perceived power  
28 imbalance. **Bullying** shall include, but need not be limited to, a written, oral or electronic  
29 communication or physical act or gesture based on any actual or perceived differentiating  
30 characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation,  
31 gender identity and expression, socioeconomic status, academic status, physical appearance, or  
32 mental, physical, developmental or sensory disability, or by association with an individual or  
33 group who has or is perceived to have one or more of such characteristics.

34  
35 For purposes of this policy, “**Cyberbullying**” means any act of bullying through the use of the  
36 Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic  
37 devices or any electronic communications.

38  
39 For purposes of this policy, “**Teen Dating Violence**” means any act of physical, emotional or  
40 sexual abuse, including stalking, harassing and threatening, that occurs between two students  
41 who are currently in or who have recently been in a dating relationship.

42  
43 For purposes of this policy, “Discrimination” means unlawful discrimination that occurs when a  
44 student is denied participation in, or the benefits of, a program or activity of the Board because of  
45 such student’s actual or perceived race, color, religion, age, sex, sexual orientation, marital  
46 status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression,  
47 veteran status, status as a victim of domestic violence or any other basis prohibited by state or  
48 federal law (“Protected Class”).

49  
50 For purposes of this policy, “Harassment” is a form of Protected Class discrimination that is  
51 prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it  
52 creates a hostile environment, which occurs when the harassment is sufficiently severe,  
53 pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or  
54 benefit from the services, activities, or opportunities offered by a school. Harassment does not  
55 have to include intent to harm, be directed at a specific target, or involve repeated incidents.  
56 Harassment may be an act of bullying.

57  
58 Consistent with the requirements under state law, the Board shall adopt the Connecticut Social  
59 and Emotional Learning and School Climate Advisory Collaborative (the “Collaborative”)  
60 authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to  
61 be responsible for developing and implementing a Safe School Climate Plan in furtherance of  
62 this policy. As provided by state law, Ssuch Safe School Climate Plan shall include, but not be  
63 limited to provisions which:

- 64  
65 (1) enable students to anonymously report acts of bullying to school employees and  
66 require students and the parents or guardians of students to be notified at the  
67 beginning of each school year of the process by which students may make such  
68 reports;  
69  
70 (2) enable the parents or guardians of students to file written reports of suspected  
71 bullying;  
72  
73 (3) require school employees who witness acts of bullying or receive reports of bullying  
74 to orally notify the safe school climate specialist, or another school administrator if  
75 the safe school climate specialist is unavailable, not later than one school day after  
76 such school employee witnesses or receives a report of bullying, and to file a written  
77 report not later than two school days after making such oral report;  
78  
79 (4) require the safe school climate specialist to investigate or supervise the investigation  
80 of all reports of bullying and ensure that such investigation is completed promptly  
81 after receipt of any written reports made under this section and that the parents or  
82 guardians of the student alleged to have committed an act or acts of bullying and the

- 83 parents or guardians of the student against whom such alleged act or acts were  
84 directed receive prompt notice that such investigation has commenced;  
85
- 86 (5) require the safe school climate specialist to review any anonymous reports, except  
87 that no disciplinary action shall be taken solely on the basis of an anonymous report;  
88
- 89 (6) include a prevention and intervention strategy for school employees to deal with  
90 bullying and teen dating violence;  
91
- 92 (7) provide for the inclusion of language in student codes of conduct concerning  
93 bullying;  
94
- 95 (8) require each school to notify the parents or guardians of students who commit any  
96 verified acts of bullying and the parents or guardians of students against whom  
97 such acts were directed not later than forty-eight hours after the completion of the  
98 investigation described in subdivision (4), above; (A) of the results of such  
99 investigation, and (B) verbally or by electronic mail, if such parents' or guardians'  
100 electronic mail addresses are known, that such parents or guardians may refer to  
101 the plain language explanation of the rights and remedies available under Conn.  
102 Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the  
103 Board;  
104
- 105 (9) require each school to invite the parents or guardians of a student against whom  
106 such act was directed to a meeting to communicate to such parents or guardians the  
107 measures being taken by the school to ensure the safety of the student against whom  
108 such act was directed and policies and procedures in place to prevent further acts of  
109 bullying;  
110
- 111 (10) require each school to invite the parents or guardians of a student who commits any  
112 verified act of bullying to a meeting, separate and distinct from the meeting required  
113 in subdivision (9) above, to discuss specific interventions undertaken by the school  
114 to prevent further acts of bullying;  
115
- 116 (11) establish a procedure for each school to document and maintain records relating to  
117 reports and investigations of bullying in such school and to maintain a list of the  
118 number of verified acts of bullying in such school and make such list available for  
119 public inspection, and annually report such number to the Department of Education  
120 and in such manner as prescribed by the Commissioner of Education;  
121
- 122 (12) direct the development of case-by-case interventions for addressing repeated  
123 incidents of bullying against a single individual or recurrently perpetrated bullying  
124 incidents by the same individual that may include both counseling and discipline;

- 125  
126 (13) prohibit discrimination and retaliation against an individual who reports or assists in  
127 the investigation of an act of bullying;  
128  
129 (14) direct the development of student safety support plans for students against whom an  
130 act of bullying was directed that address safety measures the school will take to  
131 protect such students against further acts of bullying;  
132  
133 (15) require the principal of a school, or the principal's designee, to notify the  
134 appropriate local law enforcement agency when such principal, or the principal's  
135 designee, believes that any acts of bullying constitute criminal conduct;  
136 (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related  
137 activity, function or program whether on or off school grounds, at a school bus stop,  
138 on a school bus or other vehicle owned, leased or used by a local or regional board  
139 of education, or through the use of an electronic device or an electronic mobile  
140 device owned, leased or used by the Board, and (B) outside of the school setting if  
141 such bullying (i) creates a hostile environment at school for the student against  
142 whom such bullying was directed, or (ii) infringes on the rights of the student  
143 against whom such bullying was directed at school, or (iii) substantially disrupts the  
144 education process or the orderly operation of a school;  
145  
146 (17) require, at the beginning of each school year, each school to provide all school  
147 employees with a written or electronic copy of the school district's safe school  
148 climate plan;  
149  
150 (18) require that all school employees annually complete the training described in Conn.  
151 Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and  
152 response to bullying.

153  
154 The notification required pursuant to subdivision (8) (above) and the invitation required pursuant  
155 to subdivisions (9) and (10) (above) shall include a description of the response of school  
156 employees to such acts and any consequences that may result from the commission of further acts  
157 of bullying. Any information provided under this policy or accompanying Safe School Climate  
158 Plan shall be provided in accordance with the confidentiality restrictions imposed under the  
159 Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access  
160 to Student Information policy and regulations.

161  
162 The Board shall submit its Safe School Climate Plan to the [Connecticut](#) State Department of  
163 Education ([the "Department"](#)) for review and approval. Not later than thirty (30) calendar days  
164 after approval by the Department, the Board shall make such plan available on the Board's and  
165 each individual school in the school district's web site and ensure that the Safe School Climate  
166 Plan is included in the school district's

167 publication of the rules, procedures and standards of conduct for schools and in all student  
168 handbooks.

169  
170 As required by state law, the Board, after consultation with ~~the Connecticut Department of~~  
171 ~~Education and the Connecticut Social and Emotional Learning and School Climate Advisory~~  
172 ~~Collaborative~~ (the “Collaborative”), shall provide on the Board’s website training materials to  
173 school administrators regarding the prevention of and intervention in discrimination against and  
174 targeted harassment of students based on such students’ (1) actual or perceived differentiating  
175 characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation,  
176 gender identity or expression, socioeconomic status, academic status, physical appearance or  
177 mental, physical, developmental or sensory disability, or (2) association with individuals or  
178 groups who have or are perceived to have one or more of such characteristics.

179  
180 As required by state law, the Board shall post on its website the plain language explanation of  
181 rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and  
182 provided to the Board by the ~~Connecticut Social and Emotional Learning and School Climate~~  
183 ~~Advisory~~ Collaborative.

184  
185 Legal References:

- 186 ~~Public Act 19-166~~
- 187 Public Act 21-95
- 188 ~~Public Act 24-45~~
- 189 Conn. Gen. Stat. § 10-145a
- 190 Conn. Gen. Stat. § 10-145o
- 191 Conn. Gen. Stat. § 10-220a
- 192 Conn. Gen. Stat. § 10-222d
- 193 Conn. Gen. Stat. § 10-222g
- 194 Conn. Gen. Stat. § 10-222h
- 195 Conn. Gen. Stat. § 10-222j
- 196 Conn. Gen. Stat. § 10-222k
- 197 Conn. Gen. Stat. § 10-222l
- 198 Conn. Gen. Stat. § 10-222q
- 199 Conn. Gen. Stat. § 10-222r
- 200 Conn. Gen. Stat. §§ 10-233a through 10-233f

201  
202 Date of Adoption: April 6, 2021  
203 Revised: April 5, 2022  
204 First Reading: March 18, 2025  
205 Second Reading: April 1, 2025

# Connecticut School Climate Policy

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This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.<sup>1</sup>

The policy was developed to provide districts guidance on recent revisions to Connecticut's school climate law, Public Act 23-167. In accordance with [Public Act 23-167, An Act Concerning Transparency in Education](#), for the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education **may adopt** and implement the Connecticut School Climate Policy, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

For the school year commencing July 1, 2025, and each school year thereafter, **each local and regional board of education shall adopt** and implement the Connecticut School Climate Policy.

This policy **does not modify or eliminate** any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

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December 2023

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<sup>1</sup> Chapter 170 – Boards of Education (ct.gov)

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Safe School Climate Policy

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1  
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3  
4 The Madison Board of Education (the “Board”) is committed to creating and maintaining a  
5 physically, emotionally, and intellectually safe educational environment within the Madison  
6 Public Schools (the “District”) free from bullying, teen dating violence, harassment and  
7 discrimination.

8  
9 All schools must support and promote teaching and learning environments where all students  
10 thrive academically and socially, have a strong and meaningful voice, and are prepared for  
11 lifelong success.

12  
13 Implementation of the following set of guiding principles and systemic strategies will promote a  
14 positive school climate, which is essential to achieving these goals.

15  
16 This policy sets forth the framework for an effective and informed school climate improvement  
17 process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii)  
18 action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate  
19 Standards, as detailed herein.

20  
21 The Board recognizes that improving school climate is contextual. Each school needs to consider  
22 its history, strengths, needs, and goals. Furthermore, this policy will support and promote the  
23 development of restorative action plans that will create and sustain safe and equitable learning  
24 environments.

25  
26 For the school year commencing July 1, 2025, and each school year thereafter, each local and  
27 regional board of education shall adopt and implement the Connecticut School Climate Policy.  
28 This policy does not modify or eliminate any rights or obligations under state and federal laws,  
29 including any constitutional and civil rights protections or any other applicable policies and  
30 procedures or collective bargaining agreements.

31  
32 **Definitions:**

- 33 1. “School climate” means the quality and character of the school life, with a particular  
34 focus on the quality of the relationships within the school community, and which is based  
35 on patterns of people's experiences of school life and that reflects the norms, goals,  
36 values, interpersonal relationships, teaching, learning, leadership practices and  
37 organizational structures within the school community.
- 38 2. “Positive Sustained School Climate” is the foundation for learning and positive youth  
39 development and includes:
- 40 a. Norms, values, and expectations that support people feeling socially, emotionally,  
41 culturally, racially, intellectually, and physically safe.

- 42           b. People who treat one another with dignity and are engaged, respected and solve  
43           problems restoratively.
- 44           c. A school community that works collaboratively together to develop, live, and  
45           contribute to a shared school vision.
- 46           d. Adults who model and nurture attitudes that emphasize the benefits and  
47           satisfaction gained from learning; and
- 48           e. A school community that contributes to the operations of the school and the care  
49           of the physical environment.
- 50        3. “Social and emotional learning” means the process through which children and adults  
51           achieve emotional intelligence through the competencies of self-awareness, self-  
52           management, social awareness, relationship skills and responsible decision-making.  
53
- 54        4. “Emotional intelligence” means the ability to (A) perceive, recognize, and understand  
55           emotions in oneself or others, (B) use emotions to facilitate cognitive activities,  
56           including, but not limited to, reasoning, problem solving and interpersonal  
57           communication, (C) understand and identify emotions, and (D) manage emotions in  
58           oneself and others.  
59
- 60        5. “Bullying” means unwanted and aggressive behavior among children in grades  
61           kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.  
62
- 63        6. “School environment” means a school-sponsored or school-related activity, function or  
64           program, whether on or off school grounds, including at a school bus stop or on a school  
65           bus or other vehicle owned, leased or used by a local or regional board of education, and  
66           may include other activities, functions or programs that occur outside of a school  
67           sponsored or school-related activity, function or program if bullying at or during such  
68           other activities, functions or programs negatively impacts the school environment.  
69
- 70        7. “Cyberbullying” means any act of bullying through the use of the Internet, interactive and  
71           digital technologies, cellular mobile telephone or other mobile electronic devices or any  
72           other electronic communication.  
73
- 74        8. “Teen dating violence” means any act of physical, emotional or sexual abuse, including  
75           stalking, harassing and threatening, that occurs between two students who are currently in  
76           or who have recently been in a dating relationship.  
77
- 78        9. “Mobile electronic device” means any hand-held or other portable electronic equipment  
79           capable of providing data communication between two or more individuals, including,  
80           but not limited to, a text messaging device, a paging device, a personal digital assistant, a  
81           laptop computer, equipment that is capable of playing a video game or a digital video  
82           disk or equipment on which digital images are taken or transmitted.

- 83
- 84 10. “Electronic communication” means any transfer of signs, signals, writing, images,  
85 sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio,  
86 electromagnetic, photoelectronic or photo-optical system.
- 87 11. “School climate improvement plan” means a building-specific plan developed by the  
88 school climate committee, in collaboration with the school climate specialist, using  
89 school climate survey data and any other relevant information, through a process that  
90 engages all members of the school community and involves such members in a series of  
91 overlapping systemic improvements, school-wide instructional practices and relational  
92 practices that prevent, identify and respond to challenging behavior, including, but not  
93 limited to alleged bullying and harassment in the school environment.
- 94 12. “Restorative practices” means evidence and research-based system-level practices that  
95 focus on (A) building high-quality, constructive relationships among the school  
96 community, (B) holding each student accountable for any challenging behavior, and (C)  
97 ensuring each such student has a role in repairing relationships and reintegrating into the  
98 school community.
- 99 13. “School climate survey” means a research-based, validated and developmentally  
100 appropriate survey administered to students, school employees and families of students,  
101 in the predominant languages of the members of the school community, that measures  
102 and identifies school climate needs and tracks progress through a school climate  
103 improvement plan.
- 104 14. “Connecticut school climate policy” means the school climate policy developed, updated  
105 and approved by an association in the state that represents boards of education and  
106 adopted by the Social and Emotional Learning and School Climate Advisory  
107 Collaborative, established pursuant to section 10-222q of the general statutes, as amended  
108 by this act, that provides a framework for an effective and democratically informed  
109 school climate improvement process that serves to implement Connecticut school climate  
110 standards, and includes a continuous cycle of (A) planning and preparation, (B)  
111 evaluation, (C) action planning, and (D) implementation.
- 112 15. “School employee” means (A) a teacher, substitute teacher, administrator, school  
113 superintendent, school counselor, school psychologist, social worker, school nurse,  
114 physician, paraeducator or coach employed by a local or regional board of education, or  
115 (B) any other individual who, in the performance of his or her duties, has regular contact  
116 with students and who provides services to or on behalf of students enrolled in a public  
117 school, pursuant to a contract with a local or regional board of education.
- 118 16. “School community” means any individuals, groups, businesses, public institutions and  
119 nonprofit organizations that are invested in the welfare and vitality of a public school  
120 system and the community in which it is located, including, but not limited to, students  
121 and their families, members of the local or regional board of education, volunteers at a  
122 school and school employees.

- 123 17. “Challenging behavior” means behavior that negatively impacts school climate or  
124 interferes, or is at risk of interfering, with the learning or safety of a student or the safety  
125 of a school employee.
- 126 18. “Evidence Based Practices” in education refers to instructional and school-wide  
127 improvement practices that systematic empirical research has provided evidence of  
128 statistically significant effectiveness.
- 129 19. “Effective School Climate Improvement” is a restorative process that engages all  
130 stakeholders in the following six essential practices:
- 131 A. Promoting decision-making that is collaborative and actively involves all  
132 stakeholders (e.g., school personnel, students, families, community members)  
133 with varied and meaningful roles and perspectives where all voices are heard;
- 134 B. Utilizing psychometrically sound quantitative (e.g., school climate survey,  
135 discipline data) and qualitative (e.g., interviews, focus groups) data to drive action  
136 planning, preventive and intervention practices and implementation strategies that  
137 continuously improve all dimensions of school climate, including regularly  
138 collecting data to evaluate progress and inform the improvement process;
- 139 C. Tailoring improvement goals to the unique needs of the students, educators, and  
140 broader school community. These goals shall be integrated into overall school  
141 improvement efforts thereby leveraging school strengths to address evidence-  
142 based areas of need, while sustaining the improvement process over time;
- 143 D. Fostering adult learning in teams and/or professional learning communities to  
144 build capacity building among school personnel and develop common staff skills  
145 to educate the whole child;
- 146 E. Basing curriculum, instruction, student supports, and interventions on scientific  
147 research and grounding in cognitive, social-emotional, and psychological theories  
148 of youth development. Interventions include strength-based programs and  
149 practices that together represent a comprehensive continuum of approaches to  
150 promote healthy student development and positive learning environments as well  
151 as address individual student barriers to learning and adult barriers to teaching;  
152 and
- 153 F. Strengthening policies and procedures related to:
- 154 a. climate and restorative informed teaching and learning environments;
- 155 b. infrastructure to facilitate data collection, analysis, and effective planning;
- 156 c. implementation of school climate improvement plans with the goal of  
157 becoming restorative;
- 158 d. evaluation of the school climate improvement process; and
- 159 e. sustainability of school climate and restorative improvement efforts.
- 160

## 161 **School Climate Coordinator Roles and Responsibilities**

162 For the school year commencing July 1, 2025, and each school year thereafter, the superintendent  
163 of schools for each school district, or an administrator appointed by the superintendent, shall  
164 serve as the school climate coordinator for the school district.

- 165  
166 The school climate coordinator shall be responsible for:
- 167 1. providing district-level leadership and support for the implementation of the school climate  
168 improvement plan for each school;
  - 169 2. collaborating with the school climate specialist, for each school to (A) develop a  
170 continuum of strategies to prevent, identify and respond to challenging behavior,  
171 including, but not limited to, alleged bullying and harassment in the school environment,  
172 and (B) communicate such strategies to the school community, including, but not limited  
173 to, through publication in the district student handbook;
  - 174 3. collecting and maintaining data regarding school climate improvement, including, but not  
175 limited to, school discipline records, school climate assessments, attendance rates, social  
176 and emotional learning assessments, academic growth data, types and numbers of alleged  
177 and verified bullying complaints submitted by members of the school community, types  
178 and numbers of challenging behaviors addressed using the restorative practices response  
179 policy, and data concerning the implementation and outcome of restorative practices; and
  - 180 4. meeting with the school climate specialist for each school at least twice during the school  
181 year to (A) identify strategies to improve school climate, including, but not limited to, by  
182 responding to challenging behavior and implementing evidence and research-based  
183 interventions, such as restorative practices, (B) propose recommendations for revisions to  
184 the school climate improvement plan, and (C) assist with the completion of the school  
185 climate survey.

186  
187 **School Climate Specialist**

188 For the school year commencing July 1, 2025, and each school year thereafter, the principal of  
189 each school, or a school employee who holds professional certification pursuant to section 10-  
190 145 of the general statutes, is trained in school climate improvement or restorative practices and  
191 is designated as the school climate specialist by the school principal, shall serve as the school  
192 climate specialist for the school.

- 193  
194 The school climate specialist shall be responsible for:
- 195 1. leading in the prevention, identification, and response to challenging behavior, including,  
196 but not limited to, reports of alleged bullying and harassment;
  - 197 2. implementing evidence and research-based interventions, including, but not limited to,  
198 restorative practices;
  - 199 3. scheduling meetings for and leading the school climate committee; and
  - 200 4. leading the implementation of the school climate improvement plan.

201  
202 **School Climate Committee**

203 For the school year commencing July 1, 2025, and each school year thereafter, each school  
204 climate specialist shall appoint members to the school climate committee who are diverse,  
205 including members who are racially, culturally, and linguistically representative of various roles  
206 in the school community.

207

208 The school climate committee shall consist of:

- 209 1. the school climate specialist;
- 210 2. a teacher selected by the exclusive bargaining representative for certified employees  
211 chosen pursuant to section 10-153b of the general statutes;
- 212 3. a demographically representative group of students enrolled at the school, as  
213 developmentally appropriate;
- 214 4. families of students enrolled at the school; and
- 215 5. at least two members of the school community, as determined by the school climate  
216 specialist.

217 Membership of the school climate committee shall be annually reviewed and approved by the  
218 school climate specialist, in coordination with the school climate coordinator.

219

220 The school climate committee shall be responsible for:

- 221 1. assisting in the development, annual scheduling, and administration of the school climate  
222 survey, and reviewing of the school climate survey data.
- 223 2. using the school climate survey data to identify strengths and challenges to improve school  
224 climate, and to create or propose revisions to the school climate improvement plan.
- 225 3. assisting in the implementation of the school climate improvement plan and  
226 recommending any improvements or revisions to the plan.
- 227 4. advising on strategies to improve school climate and implementing evidence and research-  
228 based interventions, including, but not limited to, restorative practices, in the school  
229 community.
- 230 5. annually providing notice of the uniform challenging behavior and/or bullying complaint  
231 form, or similar complaint form used by the school, to the school community.

232

### 233 **School Climate Survey**

234 For the school year commencing July 1, 2025, and biennially thereafter, the school climate  
235 committee, for each school, shall administer a school climate survey to students, school  
236 employees and families of students, provided the parent or guardian of each student shall receive  
237 prior written notice of the content and administration of such school climate survey and shall  
238 have a reasonable opportunity to opt such student out of such school climate survey. The school  
239 climate survey must either (1) meet the school climate survey standards developed by the  
240 Collaborative or (2) be the state wide school climate survey developed by the Collaborative.

241

### 242 **School Climate Improvement Plan**

243 For the school year commencing July 1, 2025, and each school year thereafter, the school climate  
244 specialist, for each school, in collaboration with the school climate coordinator, shall develop,  
245 and update as necessary, a school climate improvement plan. Such plan shall be based on the  
246 results of the school climate survey, any recommendations from the school climate committee,  
247 including the protocols, supports, and any other data the school climate specialist and school  
248 climate coordinator deem relevant. Such plan shall be submitted to the school climate  
249 coordinator for review and approval on or before December thirty-first of each school year. Upon  
250 approval of such plan, a written or electronic copy of such plan shall be made available to  
251 members of the school community and such plan shall be used in the prevention of, identification  
252 of and response to all challenging behavior.

253

254 Additionally, districts may place the school climate improvement plans into their district and  
255 school improvement plans.

256

257 **Training**

258 For the school year commencing July 1, 2024, and each school year thereafter, each local and  
259 regional Board of Education shall provide resources and training to school employees regarding:

260

1. social and emotional learning;

261

2. school climate and culture and evidence and research-based interventions; and

262

3. restorative practices.

263

264 Such resources and training may be made available at each school under the jurisdiction of such  
265 board and include technical assistance in the implementation of a school climate improvement  
266 plan. Any school employee may participate in any such training offered by the board under this  
267 section. The school climate coordinator, shall select, and approve, the individuals or  
268 organizations that will provide such training.

268

269 **Funding**

270 The school district shall in its discretion allocate sufficient funding to satisfy the requirements of  
271 this policy for all schools in the district. Such funding shall be distributed accordingly, with  
272 Superintendent approval, for assessments and professional development, as well as for school  
273 community outreach, training, and technical assistance.

274

275 **Accountability**

276 The Board shall adopt and allocate adequate resources to support the Connecticut School Climate  
277 Policy and adhere to state regulations set forth in Public Act 23-167.

278

279 **Connecticut School Climate Standards**

280

1. The school district community has a shared vision and plan for promoting and sustaining a  
281 positive school climate that focuses on prevention, identification, and response to all  
282 challenging behavior.

281

282

283

2. The school district community adopts policies that promote:

- 284 a. a sound school environment that develops and sustains academic, social, emotional,  
285 ethical, civic, and intellectual skills; and
- 286 b. a restorative school environment focused on overcoming barriers to teaching and  
287 learning by building and supporting meaningful school-wide relationships, and  
288 intentionally re-engaging any disengaged students, educators, and families of students in  
289 the school community
- 290 3. The school community's practices are identified, prioritized, and supported to:
- 291 a. promote learning and the positive academic, social, emotional, ethical, and civic  
292 development of students;
- 293 b. enhance engagement in teaching, learning, and school-wide activities;
- 294 c. address barriers to teaching and learning; and d. develop and sustain a restorative  
295 infrastructure that builds capacity, accountability, and sustainability.
- 296 4. The school community creates a school environment where everyone is safe, welcomed,  
297 supported, and included in all school-based activities.
- 298 5. The school community creates a restorative system that cultivates a sense of belonging  
299 through norms and activities that promote social and civic responsibility, and a dedication  
300 to cultural responsiveness, diversity, equity, and inclusion.

301

302 First Reading: March 18, 2025

303 Second Reading: April 1, 2025

## Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

### Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

**If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.**

Name: First \_\_\_\_\_ Last \_\_\_\_\_ or check here  for any **student** who would like to submit anonymously.

I am a:  Student,  Parent and/or Guardian or  School Employee

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact me by:  Phone  Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? \_\_\_\_\_

Where did the incident occur? \_\_\_\_\_

Check any boxes that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> On school property                                    | <input type="checkbox"/> On a school bus           |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media  | <input type="checkbox"/> Outside of school         |
|  | <input type="checkbox"/> Other _____               |

Approximate date of incident (if known): \_\_\_\_\_

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

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Of the following statement(s) check any that may describe or include what happened:

- |  |   |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication            | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks        |
| <input type="checkbox"/> Spreading rumors or gossip  | <input type="checkbox"/> Getting another person to do any of the behaviors listed above     |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

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If known, provide the name(s) of any witness(es) of the alleged incident: \_\_\_\_\_

---

Date form submitted: \_\_\_\_\_

**\*For school climate specialist use only:**

Date received by school climate specialist: \_\_\_\_\_

Signature of receipt by school climate specialist: \_\_\_\_\_

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

## Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name of school climate specialist who received the report: \_\_\_\_\_

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported \_\_\_\_\_

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): \_\_\_\_\_

Name of student or students who were allegedly subjected to the challenging behavior: \_\_\_\_\_

Name of person or persons who allegedly engaged in the challenging behavior: \_\_\_\_\_

Where did the alleged incident occur? \_\_\_\_\_

Date and time alleged incident occurred: (if known): \_\_\_\_\_

Description of the alleged incident: \_\_\_\_\_

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES  NO   
Was this a verified act of bullying? YES  NO   
Was this investigated as cyberbullying? YES  NO   
Was this a verified act of cyberbullying? YES  NO   
Was this investigated as teen dating violence? YES  NO   
Was this verified teen dating violence? YES  or NO   
Was this investigated as an assault? YES  NO   
Was this a verified assault? YES  or NO   
Was this investigated as an act of physical violence?  
YES  NO

Was this a verified act of physical violence?  
YES  or NO   
Was this investigated as a protected class violation/  
harassment? YES  NO   
Was this a verified protected class violation/harassment?  
YES  NO   
Was this investigated as a Title IX violation? YES  NO  
  
Was this a verified Title IX violation? YES  or NO   
Was this a verified act of challenging behavior not listed  
above? YES  NO

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

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If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

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Signature or E-signature of responding school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date of response: \_\_\_\_\_

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

## Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

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Signature or E-signature of school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date completed: \_\_\_\_\_

## Definitions and Clarifying Terms

*Restorative Practices*: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

*School Based Threat Assessment*: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

The Madison Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

### **I. Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

**#5131.914(b)**

- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process. The Board does not condone any form of bullying or teen dating violence.
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying and/or teen dating violence.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

**II. Definition of Bullying**

- A. **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:
  - (1) causes physical or emotional harm to an individual;
  - (2) places an individual in reasonable fear of physical or emotional harm; or
  - (3) infringes on the rights or opportunities of an individual at school.
- B. Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by

**#5131.914(c)**

association with an individual or group who has or is perceived to have one or more of such characteristics.

**III. Other Definitions**

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
  
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
  
- C. **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.
  
- D. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
  
- E. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
  
- F. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.

**#5131.914(d)**

G. **"Positive school climate"** means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

H. **"Prevention and intervention strategy"** may include, but is not limited to:

- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
- (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied student, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,

**#5131.914(e)**

- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- I. **"School climate"** means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- J. **"School employee"** means
- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or
- (2) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- K. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- L. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

**#5131.914(f)**

- M. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

**IV. Leadership and Administrative Responsibilities****A. Safe School Climate Coordinator**

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- (1) be responsible for implementing the district's Safe School Climate Plan ("Plan");
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

**B. Safe School Climate Specialist**

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

#5131.914(g)

**V. Development and Review of Safe School Climate Plan**

A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
- (4) review and amend school policies relating to bullying;

**#5131.914(h)**

- (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
  - (6) educate students, school employees and parents/guardians on issues relating to bullying;
  - (7) collaborate with the Coordinator in the collection of data regarding bullying; and
  - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

**VI. Procedures for Reporting and Investigating Complaints of Bullying**

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e.

**#5131.914(i)**

building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or

**#5131.914(j)**

parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

**VII. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying, the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Madison Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

**#5131.914(k)**

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the

**#5131.914(I)**

school resource officer, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

**VIII. Teen Dating Violence**

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

**#5131.914(m)****IX. Documentation and Maintenance of Log**

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

#5131.914(n)

**X. Other Prevention and Intervention Strategies**

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:
- (1) Non-disciplinary interventions:

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be

**#5131.914(o)**

counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

**#5131.914(p)**

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

(3) Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and

**#5131.914(q)**

(g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

**#5131.914(r)**

- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence-based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;

**#5131.914(s)**

- (l) Avoidance of sex-role stereotyping;
  - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
  - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
  - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
  - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
  - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

#5131.914(t)

**XI. Improving School Climate**

Each school has a Safe School Climate Plan which addresses the mandated areas of compliance required by CT General Statutes. The plan outlines current efforts, as well as ways in which the administration, faculty and staff of each school are committed to the improvement of the plan, which is updated biennially.

**XII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

**#5131.914(u)**

- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

**XIII. School Climate Assessments**

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

**Legal References:**

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,  
Series 2008-2009 (March 16, 2009)Connecticut State Department of Education Circular Letter C-3,  
Series 2011-2012 (September 12, 2011)Connecticut State Department of Education Circular Letter C-2,  
Series 2014-2015 (July 14, 2014)Connecticut State Department of Education Circular Letter C-1,  
Series 2018-2019 (July 12, 2018)

**#5131.914(v)**

Connecticut State Department of Education Circular Letter C-1,  
Series 2019-2020 (July 16, 2019)

Date of Adoption: April 6, 2021

Date Revised: April 5, 2022

Curriculum Development

~~Local curriculum development follows a cyclical process of creation and revision for all content areas. Strategic phases within the process guide revision efforts and promote interdisciplinary collaboration to develop content in alignment with standards identified in the Profile of a Graduate (POG). The creation of curricular phases organizes and identifies priorities in a systematic manner which will guide revision efforts. The phases within the cycles allows for flexibility in revisions that move faster or slower based on depth and breadth of content. It further promotes interaction across content and concepts in order to build 21<sup>st</sup> Century Skills with meaning and importance while considering the changing needs of our students.~~

The Curriculum Review Council (“the Council”) ~~CRC~~ upholds criteria for district design and assessment standards and provides clear guidance and feedback for curriculum writers, ~~with a primary function to uphold criteria for district design and assessment standards.~~ All curriculum documents are reviewed by the Council prior to presentation to the Madison Board of Education for approval and adoption.— Changes and improvements in curriculum may be suggested and implemented administratively, ~~as deemed necessary and educationally sound~~ by the Superintendent or superintendent’s designee. ~~Before new courses are added to the total offerings, such courses must be approved by the Board of Education.~~ Courses may be eliminated from the offerings for one year due to low enrollment ~~dropped during one year because of few enrollees in the course, but reoffered~~ and reinstated the following year by administrative action.

~~The Superintendent or designee shall establish a cyclical curriculum management process for all fields of study, consisting of the following components:~~

**Curriculum Creation & Review Phases**

**PHASE 1** Years 1-2: Review and evaluate curriculum, compare current standards, and research best practices. Draft priority benchmark units and courses. Conduct pilot units at select grade levels.

**PHASE 2** Years 2-3: Revise K-12 curriculum including indicators of student growth with supporting Professional Development for systemic instructional shifts. Select and purchase supporting materials.

35 **PHASE 3** Years 3-4: Implement adopted curriculum with a focus on instruction and continuing  
36 professional development. Evaluate needs for modification for learning plan based on evidence of  
37 student learning.

38  
39 **PHASE 4** Years 4-5: Monitor implementation and make adjustments. Collect and analyze data on  
40 student performance. Determine needs for supplemental materials and additional in-service training.

41  
42 **PHASE 5** Years 5-6: Evaluate effectiveness of curriculum based on data and various measures of  
43 student outcomes.

44

45 **Legal Reference: Connecticut General Statutes**

46 [10-16b](#) Prescribed courses of study.

47 [10-16c et seq.](#) re family life education.

48 [10-17](#) English language to be medium of instruction.

49 [10-17 et seq.](#) re Bilingual instruction.

50 [10-18](#) Courses in United States history, government and duties and responsibilities of  
51 citizenship.

52 [10-18a](#) Contents of textbooks and other general instructional materials.

53 [10-18b et seq.](#) re Firearms safety programs.

54 [10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel.  
55 Evaluation of programs by alcohol and drug abuse commission and department of education.

56 [10-19a et seq.](#) re Substance abuse prevention team.

57 ~~[10-24](#) Course in motor vehicle operation and highway safety.~~

58 ~~[10-21 et seq.](#) re Vocational education and cooperation with business.~~

59 [10-220](#) Duties of boards of education as amended by PA 08-153.

60 [10-221a](#) High School graduation requirements.

61

62 Date of Adoption: October 1, 1996

63 Date of Revision: October 3, 2017

64 First Reading: March 18, 2025

65 Second Reading: April 1, 2025

In accordance with state statutes, the prescribed course of study shall include at least the following subject matter:

1. The arts;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid; disease prevention; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, which may include the dangers of gang membership, and accident prevention; instruction on acquired immune deficiency syndrome (AIDS) and sexual harassment & assault.
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science;
9. Social studies, including, but not limited to, citizenship, economics, geography, government and history;
10. At least on the secondary level, one or more foreign languages and/or career & life education.

Written curriculum will be applied by the staff in their classroom teaching.

**Legal Reference:****Connecticut General Statutes**

10-16b Prescribed courses of study. (as modified by PA 97-45 and PA 97-61)

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

10-19 Teaching about alcohol, nicotine or tobacco, drugs, and acquired immune deficiency syndrome. Training of personnel.

10-220 Duties of boards of education

10-221(d) Board of education to prescribe rules

Date of Adoption: February 25, 1997  
Technical Revision: August 22, 2006  
Date of Revision: November 15, 2016  
Date of Revision: October 3, 2017

Credit for Online Courses

The Madison Board of Education (“Board”) ~~recognizes the importance of technology in education and the growing popularity and use of online coursework. In that regard, and~~ in accordance with Connecticut General Statutes § 10-221a, ~~the Board~~ sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

**Pre-approval of Courses Identified by Students and Parents**

To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

~~**District-Provided Distance Learning**~~

~~Students may also earn credit for high school graduation by participating successfully in distance learning offered by the Board during the COVID-19 health emergency, or other long-term school closure related to a community-wide emergency. Determination of successful participation will be made by the teacher teaching the course through district-provided distance learning, taking into account work performed by the student prior to the school closure.~~

**Requirements for Online Coursework**

1. The workload required by the online course is substantially equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;

- 42 5. The courses are:  
43  
44 a. taught by teachers who are certified in Connecticut or another state and have  
45 received training on teaching in an online environment, or  
46  
47 b. offered by institutions of higher education that are accredited by the Board of  
48 Regents for Higher Education or regionally accredited; and  
49
- 50 6. The principal has determined, in ~~his or her~~ the principal's professional judgment, that,  
51 given the student's academic and disciplinary history, the student is appropriately  
52 suited to engage in online coursework.  
53

54 **Additional Requirements**  
55

56 Only students in grades 9-12 are eligible to receive credit toward high school graduation  
57 by taking online courses. Students who have been pre-approved shall receive such credit  
58 upon completing the online course and obtaining a passing grade.  
59

60 Any expense incurred for taking an online course identified by the student and/or parent  
61 shall be the responsibility of the student/parent and shall not be the responsibility of the  
62 Board. ~~Distance learning provided to students during the COVID-19 or other community-~~  
63 ~~wide emergency shall be provided at Board expense.~~  
64

65 Legal References:  
66

67 Public Act No. 22-80, "An Act Concerning Childhood Mental and Physical  
68 Health Services in Schools"  
69

70 Connecticut General Statutes § 10-4w

71 Connecticut General Statutes § 10-220

72 Connecticut General Statutes § 10-221a  
73

74 Connecticut State Department of Education, Standards for Remote Learning  
75 Grades 9-12 (February 2022), available at [https://portal.ct.gov/-](https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf)  
76 [/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-](https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf)  
77 [Grades-9-12-FINAL.pdf](https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf).  
78

79 Approved: May 5, 2020

80 First Reading: March 18, 2025

81 Second Reading: April 1, 2025



Office of the Superintendent  
 Madison Public Schools  
 Madison, CT 06443

### Donation (Cash / Property) to the Madison Public Schools

Completion of this form is required prior to the district's consideration of a proposed donation to the Madison Public Schools. This form is to be completed in its entirety and submitted to the building principal / assistant principal, Athletic Director, or Superintendent prior to receipt of any donated goods, services, or funds. Donations valued in excess of \$1,000 must be approved by the Board of Education. (Reference Policy #3281)

Date Form Completed: 2-11-2025

Organization / Individual Making Donation: Jon LaRiviere

Address: 36 farm View drive Madison, CT, 06443  
 (Street) (City, State, Zip)

Daytime Phone # 6719384288

Description of Donation / Gift: Donation for fencing equipment Approximate Value: 8500.00

Explain how this gift will be used? Secure equipment for the fencing team

Monetary Gift: Explain how the funds will be used: See attached list of equipment that will be purchased with the funds (scoring machines, protective gear), etc...

Recipient(s) of Donation (school, athletics program, etc.): DHHS Fencing program

**Acknowledgments: (optional)**

In honor of: \_\_\_\_\_

In memory of: \_\_\_\_\_

Acknowledgement Contact: \_\_\_\_\_

Acknowledgement Address: \_\_\_\_\_

**This request cannot be acted upon before the building Principal / Assistant Principal, Athletic Director, or Superintendent has been consulted concerning this gift. Please provide the name of the person with whom you consulted.**

Signature of Person Consulted: \_\_\_\_\_

Are there conditions of use attached to the gift: Yes \_\_\_ No  X

If yes, please explain conditions: \_\_\_\_\_  
 \_\_\_\_\_

Are there installation costs, site preparation costs, labor costs, or equipment need for installation, etc? No

If yes, who will be responsible for the costs? \_\_\_\_\_

What is the annual maintenance cost of the donation if any? (be specific) \$0

Are there additional costs to the school district not indicated above? (be specific) No

(Signature of Donor)

*Jon R. LaRiviere*

For Central Office Use Only

Accepted by Superintendent:

*[Signature]*  
 Signature

3/19/25  
 Date

Accepted by Board of Education on: \_\_\_\_\_

Date

## Fencing Equipment to be Purchased with the Attached Donation

- 4 Favero FA-15 Scoring Machines w/ case (\$3,396.60)
- 6 power banks (\$200)
- 2 En Pointe Wireless (\$1,700.00)
- 12 masks (\$1,094.40)
- 8 foil lames (\$524.80)
- 8 saber lames (\$716.80)
- 10 epee body cords (\$297.50)
- 10 foil body cords (\$297.50)
- shipping (\$356.40)

# Disposal Request: Ewaste

Location	Device Type	Make	Model	Serial Number	Notes
Brown	Chromebook	HP	14AG5	5CD9257YBN	
Brown	Chromebook	HP	14AG5	5CD9283LBS	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704HP	
Brown	Chromebook	HP	Chromebook 14G4	5CD82704BS	
Brown	Chromebook	HP	14AG5	5CD033JTHN	
Brown	Chromebook	HP	14AG5	5CD033DZZM	
Brown	Chromebook	HP	14AG5	5CD033JZ9C	
Brown	Chromebook	HP	14AG5	5CD033JSTJ	
Brown	Chromebook	HP	14G5	5CD82704GK	
Brown	Chromebook	HP	14AG5	5CD82704NH	
Brown	Chromebook	HP	14G5	5CD82704NH	
Brown	Chromebook	HP	Chromebook 14G5	5CD8270140	
Brown	Chromebook	HP	14AG5	5CD82704RS	
Brown	Chromebook	HP	14G5	5CD82704T1	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704NR	
Brown	Chromebook	HP	14G5	5CD82704P3	
Brown	Chromebook	HP	Chromebook 14aG5	5CD9257YD7	
Brown	Chromebook	HP	14AG5	5CD9257YGK	
Brown	Chromebook	HP	14AG5	5CD9257YGK	
Brown	Chromebook	HP	Chromebook 14aG5	5CD9257XF8	
Brown	Chromebook	HP	Chromebook 14G5	5CD82704LX	
Brown	Chromebook	HP	14G5	5CD82704HD	
Brown	Chromebook	HP	14AG5	5CD9257YGF	
Brown	Chromebook	HP	14AG5	5CD9257YGF	
Brown	Chromebook	HP	14AG5	5CD9257YGG	
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CO	IPAD	iPad 5th Generation (Wi-Fi)	MW772LL/A	GCHV30N8HLF9	
CO	IPAD	iPad 5th Generation (Wi-Fi)	MP2F2LL	GCHV3HQNHFL9	

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DHHS	Charger	HP	45W Charger		x454
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Polson	Chromebook	HP	Chromebook 14a G5	5CD033JV4D	
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Polson	Desktop Mini	HP	Elitedesk 800 G4	MXL9295PL2	
Polson	Desktop Mini	HP	Elitedesk 800 g4	MXL9253ZC2	
Polson	Desktop Mini	HP	Elitedesk 800 g5	MXL0164XD0	
Polson	Desktop Mini	HP	Elitedesk 800 g5	MXL0164XNG	
Polson	Doc Camera	Promethean	Actiview		
Polson	Document Camera	SMART	Document Camera 450	A102GW10A0821	
Polson	iPad	iPad 3rd-gen	A2152	F9FYQ3XNLMPP	
Polson	iPad	iPad 3rd-gen	A2152	F9FYQ3QWLMPP	
Polson	iPad	iPad 4th gen	A1458	DMPMHJ9DF182	
Polson	iPad	iPad 6th gen	A1893	GG7XVFMGJF8M	
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Polson	iPad	iPad 7th Gen	A2197	F9FZM9NHMF3Q	
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Polson	iPad	iPad 8th generation (Wi-Fi)	A2270	F9FDH2F5Q1GG	
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Polson	Monitor	HP	E233 Monitor	3CQ94605D7	qty. 1
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Polson	Printer	HP	Designjet T790 PostScript	CN41IHH005	x1
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	Desktop Mini	HP	EliteDesk 800 G5	mxl0164xc5	
	Doc Camera	Smart	Document Camera 450		qty 3
	iPad Mini	Apple			
	Laptop	Dell	Latitude e5540	bf0fm12	
	Laptop	HP	Spectre	5cd6450ld9	
	Laptop	HP	EliteBook 850 G5	5cg82669qq	
	Laptop	HP	ProBook 450 G5	5cd8267zbf	
	Laptop	HP	EliteBook 850 G5	5cg9260zf7	
	Laptop	HP	ProBook 440 G2		
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	Laptop	Panasonic	ToughBook CF-19	8eksa60319	
	Monitor	HP	LA1751g	CNC951Q49V	
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	Scanner	Epson	GT-1500		qty 2