

**BOE Meeting Template**  
**Monday, August 26, 2013 7:00 PM**

Mabelle Avery Middle School District Offices Board Room, 4 Vision Boulevard, Somers, CT 06071

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4. AUDIENCE TO CITIZENS/STAFF/STUDENTS
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6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
1. 2012-2013 Budget
2. Approval of Bills
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1. Revised Warning of DBS Code 4131-Staff Development 7
2. First Warning of DBS Code 5113 Somers Revised Student Attendance Policy 12
3. First Warning of DBS Code 6142.61 (a) - Physical Activity 16
4. First Warning of DBS Code 1700-Otherwise Lawful Possession of Firearms on School Property 17
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6. First Warning of DBS Code 5131.7-Students - Weapons and Dangerous Instruments 19
7. First Warning of DBS Code 5131.911-Revised Bullying Policy - 8.19.13 21
8. Introduction of new Director of Technology and Information Services-Mr. Robert Wilson, SES Principal-Mrs. Jennifer Oliver, SES Assistant Principal-Mrs. Dina Senecal, and SHS Assistant Principal-Mr. Daniel Carroll
9. OLD BUSINESS
1. Second Warning/Adoption of DBS Code 5145.53-Transgender and Gender Non-Conforming Youth 31  
The Policy Committee has reviewed the recommended policy from CABE and is bringing it forward to the Board and is now recommending Board adoption.
2. Second Warning/Adoption of DBS Code 9325.5-Request for Information by Board Members 38  
The Policy Committee has reviewed the recommended policy from CABE and is bringing it forward to the Board and is now recommending Board adoption.
10. ADMINISTRATIVE REPORTS
1. Activity Account Report  
Bill Boutwell, Director of Business Services, will provide the Board with an Activity Accounts Report. Board members will have an opportunity to ask any questions.
2. Back to School Update  
The Superintendent of Schools will provide a brief report to the Board on the Back to School Update. The Board members will have an opportunity to ask any questions.
3. Notification of Employment Pertaining to Policy DBS.Code 4112.8- Husband/Wife Employment 39
11. COMMITTEE REPORTS
1. Budget
2. Curriculum
3. Policy
4. Salary & Negotiations
5. Planning

6. Other Committees

12. OTHER

1. EXECUTIVE SESSION - Superintendent 2012-2013 Summative Evaluation

13. ADJOURNMENT

## SOMERS BOARD OF EDUCATION

1 Vision Boulevard

Somers, CT 06071

[www.somers.k12.ct.us](http://www.somers.k12.ct.us)

### MINUTES OF THE MEETING – July 1, 2013

**Members Present:** D.Palmer, B.Devlin, R.Lees, J.Formeister, A.Kirkpatrick, S.Bollinger, B.Capuano, R.Schmidt, M.Cicciarella (arrived at 7:02 p.m.)

**Members Absent:**

**Administrators Present:** M.Suffredini, B.Boutwell, D.Messina

**Staff Present:** N.Hoffman

**Citizens Present:** L.Horan

**Students Present:**

**Others:**

#### 1.0 CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:01 p.m. by Chairman Palmer in the Mabelle B. Avery Middle School Board of Education meeting room.

#### 2.0 PLEDGE OF ALLEGIANCE

#### 3.0 APPROVAL OF MINUTES

June 10, 2013 – It was MOVED (R.Lees) SECONDED (S.Bollinger) to approve the June 10, 2013 Board of Education meeting minutes as presented. PASSED 8-0

#### 4.0 AUDIENCE TO CITIZENS/STAFF/STUDENTS

#### 5.0 CORRESPONDENCE

The Board received an email from the Superintendent regarding new administrative appointments. B.Devlin forwarded an email received regarding recess to the rest of the Board members.

#### 6.0 OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

#### 7.0 CONSENT AGENDA

**7.1** Approval of Bills 06/10/13 (\$164,994.48)

Approval of Bills 06/27/13 (\$162,293.25)

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve the 06/10/13 Bills in the amount of \$164,994.48 and the 06/27/13 Bills in the amount of \$162,293.25 as presented. PASSED 9-0

**7.2** Approval of Summer Bills

Bill Boutwell, Director of Business Services, requested Board approval to pay the summer bills.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to approve payment of summer bills, as requested by the Director of Business Services, as presented. PASSED 9-0

## **8.0 NEW BUSINESS**

### **8.1 Second Warning/Adoption of MBA Textbook Requests**

The Curriculum Committee has reviewed the textbook requests for grade 6, 7, and 8 and presented them to the Board as a first warning on 6/10/13. The committee is now requesting Board adoption.

It was MOVED (J.Formeister) SECONDED (A.Kirkpatrick) to approve the adoption of MBA Textbook Requests, as recommended by the Curriculum Committee, as presented. PASSED 9-0

### **8.2 First Warning of DBS Code: 4131 – Staff Development**

The Policy Committee has reviewed the recommended policy from CABE and presented it to the Board as a First Warning. Second Warning/Adoption will be included in the 8/26/13 BOE agenda.

### **8.3 First Warning of DBS Code: 5145.53 – Transgender and Gender Non-conforming Youth**

The Policy Committee has reviewed the recommended policy from CABE and presented it to the Board as a First Warning. Second Warning/Adoption will be included in the 8/26/13 BOE agenda.

### **8.4 First Warning of DBS Code: 9325.5 – Request for Information by Board Members**

The Policy Committee has reviewed the recommended policy from CABE and presented it to the Board as a First Warning. Second Warning/Adoption will be included in the 8/26/13 BOE agenda.

## **9.0 OLD BUSINESS**

## **10.0 ADMINISTRATIVE REPORTS**

### **10.1 Hiring of Personnel – Nepotism Policy**

The Superintendent updated the Board on two new administrative hires for the positions of Somers Elementary School Principal and Director of Information and Technology Services. The Superintendent commended the SES Principal Search Committee for their time and efforts, and the new SES Principal position was awarded to [current] Assistant Principal, Jennifer Oliver.

It was MOVED (B.Devlin) SECONDED (S.Bollinger) to accept the Superintendent's recommendation of the appointment of Mrs. Jennifer Oliver as the Somers Elementary School Principal as presented. PASSED 9-0

The Administrative Council screened and interviewed for the position of the Director of Information and Technology Services, and the position was awarded to Mr. Robert Wilson. Mr. Wilson formerly worked at WNEC as a Senior Systems Manager, and has a good array of experiences in the private, public, and nonprofit areas.

It was MOVED (R.Lees) SECONDED (S.Bollinger) to accept the Superintendent's recommendation of the appointment of Mr. Robert Wilson as the Director of Information and Technology Services as presented. PASSED 9-0

Dr. Suffredini notified the Board of the potential hiring of Mrs. Holly Boutwell to serve as the Secretary to the Director of Pupil Services. Mrs. Boutwell is the wife to Mr. Bill Boutwell, Director of Business Services. Due to the relationship and current Board Nepotism policy, a 2/3<sup>rd</sup>s vote is required to accept the Superintendent's recommendation and hire Mrs. Boutwell. Mrs. Boutwell was given the same screening and interview

process as the rest of the candidates, and held the highest credentials and experience among those interviewed. J.Formeister questioned Mr. Boutwell's involvement in SESA salary and negotiations, and the Superintendent assured the Board that Mr. Boutwell would step aside and not participate in such negotiations.

It was MOVED (R.Schmidt) SECONDED (B.Capuano) to accept the Superintendent's recommendation to hire Mrs. Holly Boutwell as the Secretary to the Director of Pupil Services as presented. PASSED 9-0

## 11.0 COMMITTEE REPORTS

### Minutes will be taken at all subcommittee meetings

11.1 Budget – The Director of Business Services updated the Board on current payments.

12.2 Curriculum – No Update

12.3 Policy – The Policy Committee will meet on July 18<sup>th</sup> at 7:00 p.m.

12.4 Salary & Negotiations – No Update

12.5 Planning Committee – No Update

12.6 Other Committees  
Technology Ad Hoc Committee – No Update

## 12.0 OTHER

- A package from the CT Invention Convention was received. A number of SES students competed in this conference.
- S.Bollinger discussed the addition of a list of all Professional Development activities, in addition to the kick-off activities provided in the Board packet for the August 26, 2013 BOE meeting.

## 13.0 EXECUTIVE SESSION – Personnel Matters (Superintendent's Performance Evaluation, Compensation Package/Central Office Performance Evaluations, Compensation Adjustments)

It was MOVED (S.Bollinger) SECONDED (R.Lees) to move into Executive Session at 7:44 p.m. for the purpose of personnel matters as follows: the performance evaluation of the Superintendent of Schools, Compensation Package/Central Office Performance Evaluations, and Compensation Adjustments as presented. PASSED 9-0

Attendees Include: D.Palmer, B.Devlin, R.Lees, S.Bollinger, J.Formeister, A.Kirkpatrick, R.Schmidt, B.Capuano, M.Cicciarella, and M.Suffredini.

The Board came out of Executive Session at 9:49 p.m.

It was MOVED (D.Palmer) SECONDED (J.Formeister) to adjust the Director of Business Services upwards 3.0%; adjust the salary of the Supervisor of Building and Grounds upwards by 2.75%; adjust the salary of the Secretary to the Director of Curriculum upwards by 4.0%; adjust the salary of the Payroll Benefit Specialist upwards by 2.75% and include a market adjustment resulting in a \$47,000 annual salary; adjust the salary of the Facilitator of Technology and Information Services upwards by 2.75%; and adjust the salary of the Administrative Assistant to the Superintendent upwards by a stipend of \$800.00, as presented PASSED 9-0

It was MOVED (D.Palmer) SECONDED (B.Devlin) to adjust the Superintendent's contract with the following: add a one-year extension to current contract expiring June 30, 2016 and adjust the salary upwards by \$5,000.00 as presented. PASSED 9-0

**14.0 ADJOURNMENT**

It was MOVED (B.Devlin) SECONDED (B.Capuano) to adjourn the regular meeting of the Board of Education at 9:55 p.m. PASSED 9-0

Respectfully submitted,

Rick Lees, Jr., Secretary  
Leah Cook, Recording Secretary

These minutes are not official until approved at a subsequent meeting.

*A revised policy to meet the requirements of P.A. 12-116  
(An Act Concerning Educational Reform), effective 7/1/13.*

## **Personnel -- Certified**

### **Staff Development**

“*Staff development*” is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) staff involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning.

~~The Board shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b) and (2) on or after July 1, 2011 be developed with full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development. The Board of Education delegates the responsibility to the Superintendent for establishing the professional development committee in accordance with the law. Members will be chosen for the Professional Development Committee by the Superintendent.~~

Each certified employee, beginning July 1, 2013, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual group setting. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance, and
4. be comprised of professional learning that is aligned with state student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and distinguished educators or other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository or best practices for teaching methods developed by educators within each school.

Staff development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, shall be guided by activities designed to:

- improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice,
- include strategies to improve English language learner instruction into instructional practice,
- improve teacher and administrator practice based on general results and findings from teacher evaluations reported by the Superintendent or his/her designee,
- be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student performance,
- be aligned with state student academic achievement standards,
- foster collective responsibility for improved student performance.

Teachers must constantly review curricular content, teaching methods and materials, educational philosophy and goals, social change and other topics related to education to enhance the capabilities of educators to improve student learning. The Board of Education recognizes that it shares with its certified staff responsibility for the upgrading and updating of teacher performance and attitudes. The Board of Education and teachers' organizations support the principle of continuing training of teachers and the improvement of instruction.

All employees shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

The Board, in order to determine its professional development program seeking the advice and assistance of teachers, shall establish a professional development committee, consisting of certified employees, including their union representatives, and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), and (2) on or after July 1, 2012, be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education.

~~The members chosen by the Board to be on the Professional Development Committee shall serve at the pleasure of the Board.~~

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of the teacher.

Staff development activities should respond directly to the educational needs of the student body, including, (a) content areas such as language arts, including reading, writing, speaking, listening, viewing and enacting; math, social studies and science; (b) methodological areas such as motivation, teaching techniques, including the use of computers in the classroom and classroom management; and second language acquisition and (c) affective areas of interpersonal relations of students and faculty, student growth and development and staff communication, problem solving, and decision-making. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in C.G.S. 10-220a.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The District, as required, will participate in compliance audits of the professional development program, conducted by the State Department of Education.

~~The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.~~

### **Professional Development Pertaining to Teacher Evaluation and Support Program**

The Board, prior to implementing the teacher evaluation and support program contained within P.A. 12-116, An Act Concerning Educational Reform, but not later than July 1, 2014, shall provide training for all evaluators and orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to the use of the new evaluation and support program. Such orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes  
10-27 Exchange of professional personnel and students.  
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1 and PA 10-91 and PA 12-116, An Act Concerning Educational Reform)  
10-153b Selection of teachers' representatives  
10-226f Coordinator of intergroup relations.  
10-226g Intergroup relations training for teachers.  
10-145b Teaching certificates (as amended by PA 01-173)  
10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Educational Reform)

Policy adopted:

rev 3/00  
rev 7/00  
rev. 6/04  
rev 7/08  
rev 11/09  
rev 6/10  
rev 6/12

## Connecticut General Statutes 10-220a - In-service Training

### A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence, child abuse and youth suicide.
3. Growth and development of exceptional children, including handicapped and gifted and talented children including but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs.
4. School violence prevention and conflict resolution and the prevention of and response to youth suicide.
5. Identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on prevention of bullying.)
6. Cardiopulmonary resuscitation and other emergency life saving procedures.
7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.
8. Teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive.
9. ~~Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.~~
10. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
11. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time. (15 hours every 5 years)
12. Training in the teacher evaluation and support program (not later than July 1, 2014) developed pursuant to subsection (b) of Connecticut General Statute 10-151b, as amended.

13. Certified staff with an endorsement in special education, holding a position requiring such endorsement shall have at least ten hours of training every five years in the implementation of student individualized education programs (IEPs) and the communication of individualized education program procedures to parents/guardians of students who require special education or related services.

## **Connecticut General Statutes 10-220a - In-service Training**

### **B. ~~Optional In-Service Topics for Certified Personnel~~**

- ~~Holocaust and genocide education and awareness~~
- ~~African-American History~~
- ~~Puerto-Rican History~~
- ~~Native American History~~
- ~~Personal Financial Management~~
- ~~The historical events surrounding the Great Famine in Ireland~~
- ~~Cardiopulmonary Resuscitation and the Use of External Defibrillators~~

STUDENTS:

Attendance and Excuses:

It has been well demonstrated that regular attendance is a key factor in the success a student achieves in school. Much of what a student learns and is graded on deals with facts, concepts, and theories which are presented and discussed in class. In addition, other learning processes take place in class which may not be measurable, but are most important to a student's overall growth and education.

The Board of Education discourages students from missing school when school is in session. Upon return to school it will be the student's responsibility to complete any work missed due to absence and the parent's responsibility to ensure the work is completed **within five school days.**

Connecticut State law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. A student, therefore, should not be absent from school without a parent's knowledge and consent.

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

The Board of Education requires that accurate records be kept of the attendance of each child. It also requires that parents and students are provided with policies on attendance, including tardiness, for each school building.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent.

~~It is the policy of the Board of Education that all students shall be in attendance during such days as school is in session. The administration shall be the sole judge as to whether an absence is excused or unexcused. An excused absence is defined as:~~

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

- 1) Personal illness or injury
- 2) Medical/professional/legal appointments which cannot be made outside the regular school day
- 3) Religious obligation
- 4) Emergency family situations
- 5) An emergency caused by weather conditions
- 6) Administrative suspension from school
- 7) Other circumstances which, in the judgment of the Principal, may be taken into consideration

If the student absence has not been verified by the parent via telephone, a written note signed by the parent must be submitted when the student returns to school.

At Somers High School credit for courses taken is conditional on the satisfaction of attendance requirements specified in the relevant Administration Regulations approved by the Board of Education. The attendance requirements for credit will be affected by the total number of absences, excused and unexcused.

Legal References: Connecticut General Statutes  
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)  
10-185 Penalty  
10-198a Policies and procedures concerning truants (as amended by P.A.11-136,  
An Act Concerning Minor Revisions to the Education Statutes.)  
10-199 through 10-202 Attendance, truancy – in general

Adopted: March 10, 1986  
Revised: July 11, 1988  
September 13, 1993  
June 28, 1999  
July 9, 2009

*Action taken by State Board of Education on June 27, 2012, to define “excused”  
and “unexcused” absences.*

**Instruction****Physical Activity**

The Board believes every student shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, staff is encouraged to participate in and model physical activity as a valuable part of daily life.

District schools have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

**Recess**

Recess in elementary schools provides opportunities for physical activity which helps students stay alert and attentive in class and provides other educational and social benefits. School authorities shall encourage and develop schedules that provide time within every school day for preschool, kindergarten, and elementary school students to enjoy supervised recess. Recess shall complement, not substitute for, physical education classes. Staff shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional makeup time.

**Physical Activity and Discipline**

School employees (teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach, or any other individual working in a District school, who in the performance of his/her duties has regular contact with students and provides services to or on behalf of students enrolled in a District school, pursuant to a contract with the Board of Education) shall not deny a student's participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment, nor should they cancel it for instructional makeup time. In addition, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.

(cf. 6142.10 – Health Education Program)

Legal Reference: Connecticut General Statutes  
10-16b Prescribed courses of study.  
10-220 Duties of boards of education.  
10-221o Lunch periods. Recess. (as amended by P.A. 12-116, An Act Concerning Educational Reform and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)  
PA. 06-44 An Act Promoting the Physical Health Needs of Students

Policy adopted:

## Community Relations

### Otherwise Lawful Possession of Firearms on School Property

Persons other than law enforcement officers are prohibited by the Board of Education from possessing firearms for any reasons, whether otherwise lawful or not, in or on the real property comprising the school district or at a school-sponsored activity as defined in subsection (h) of section 10-233a.

(cf. 5114 – Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes  
29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by PA 98-129)  
29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by PA 98-129)  
52a-3 Definitions.  
53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by PA 01-84)

## **Students**

### **Conduct**

#### **Video Surveillance**

The Board authorizes the use of video cameras on District property to ensure the health, welfare, security, and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. (or: In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras.)

Cameras shall not be placed in areas where students, staff and community members have a reasonable expectation of privacy.

The Superintendent or designee shall notify staff and students through student/parent and staff handbooks, District calendar, District website or by other means that video surveillance may/will occur on district property. A notice will also be posted at the main entrance of all District buildings.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

Audio shall not be part of the video recordings made, reviewed or stored by the District.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.5 – Vandalism)

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

Policy adopted:

## **Students**

### **Weapons and Dangerous Instruments**

The Board of Education determines that possession, concealment, and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous or deadly weapon, firearm, or destructive device in any school building on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited.

Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial arts weapon; destructive device.

A “dangerous weapon” is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A “deadly weapon” is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

Pursuant to federal law, the term firearm includes, but is not limited to, any weapon designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or destructive device. A student who violates this policy will be reported to law enforcement authorities.

A “destructive device” is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

The possession or use of any such weapon or devices will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in Connecticut General Statutes 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in Connecticut General Statutes 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. To comply with federal law, any finding of an exception shall be reduced to writing. All legal restrictions and requirements will be adhered to pertaining to special education students.

The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is volatile of publicized policies of the Board as grounds for expulsion.

## Students

### Weapons and Dangerous Instruments (continued)

*Additional optional language to consider:*

Weapons under the control of law enforcement personnel are permitted. The Superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” is defined by federal law, means in/on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs will/may be posted in cooperation with city/town officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

(cf. 5114 - Suspension/Expulsion)

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules.  
10-233a through 10-233f - Expulsion as amended by PA 95-304  
53a-3 Definitions.  
53a-217b - Possession of firearms and deadly weapons on school grounds  
53-206 Carrying and sale of dangerous weapons.  
PA 94-221 An Act Concerning School Discipline and Safety.  
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q)  
(2006)  
GOALS 2000: Educate America Act  
18 U.S.C. 921 Definitions.  
USCA 7151 – No Child Left Behind Act  
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006)  
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-  
7117

Policy adopted:

## STUDENTS

### Hazing

### Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

### Definitions

**“Bullying”** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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 by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

**“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.

**“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.

**“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.

**“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

**“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 a local or regional board of education.

**“School employee”** means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her 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 local or regional board of education.

**“School climate”** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) 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 local or regional board of education, and (B) 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;
16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
  17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
  18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
  19. As required, but not later than January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
  20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which 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, 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 education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

### **District Safe School Climate Coordinator**

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate 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 derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of mental health and Addiction Services (Such training only required once).

### **Safe School Climate Specialist**

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

### **Safe School Climate Committee**

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (define in CGS 10-22d) and report such information as necessary, to the District Safe Climate Coordinator and to the school's security and safety plan.
4. Review and amend school policies relating to bullying;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

### **Safe School Climate Plan**

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying;
7. Provide for the inclusion of language in student codes of conduct concerning bullying;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
15. Prohibit bullying (A) 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 the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) 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;

16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. 0521 – Nondiscrimination)  
 (cf. 4131 – Staff Development)  
 (cf. 5114 – Suspension and Expulsion/Due Process)  
 (cf. 5131 – Conduct)  
 (cf. 5131.21 – Violent and Aggressive Behavior)  
 (cf. 5131.8 – Out-of-School Misconduct)  
 (cf. 5131.912 – Aggressive Behavior)  
 (cf. 5131.913 – Cyberbullying)  
 (cf. 5131.91 – Hazing)  
 (cf. 5144 – Discipline/Punishment)  
 (cf. 5145.4 – Nondiscrimination)  
 (cf. 5145.5 – Sexual Harassment)  
 (cf. 5145.51 – Peer Sexual Harassment)  
 (cf. 6121 – Nondiscrimination)  
 (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes  
 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.  
 10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.  
 PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 An Act Concerning the Strengthening of School Bullying  
Laws.

Policy adopted: December 12, 2011

*A new recommended policy to consider.*

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Purpose**

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### **Definitions**

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**“Gender identity”** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**“Transgender”** describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

**“Gender expression”** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**“Gender non-conforming”** describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

## Students

### Transgender and Gender Non-Conforming Youth

#### Definitions (continued)

**“Transition”** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

**“Bullying”** means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student’s property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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 by association with an individual or group who has or is perceived to have one or more of such characteristics.

**“Harassment”** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

## **Students**

### **Transgender and Gender Non-Conforming Youth (continued)**

#### **Guidance**

##### **Privacy**

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

##### **Official Records**

The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

##### **Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Guidance** (continued)

#### **Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

#### **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

#### **Restroom Accessibility and Locker Room Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. A meeting will be held between school administration and the parents of the transgender student prior to the beginning of each year to develop a plan for restroom and locker room accessibility for their child.

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Guidance** (continued)

#### **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

#### **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

#### **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

#### **Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

#### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

## Students

### Transgender and Gender Non-Conforming Youth (continued)

#### Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)

46a-60 Discriminatory employment practices prohibited Federal Law.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

## Students

### Transgender and Gender Non-Conforming Youth

Legal Reference: Connecticut General Statutes (continued)

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986).

*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998).

*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998).

*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998).

*Davis v. Monroe County Board of Education*, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Policy adopted:

cps 1/13

*CABE's suggested bylaw.*

## **Bylaws of the Board**

### **Requests for Information by Board Members**

Board of Education (Board) members represent the public and are entitled to information regarding District performance that will assist them in governance. All Board member requests for documents or information should be made directly to the Superintendent or his/her designee.

Documents subject to Connecticut's Freedom of Information law will be provided, as they are provided to all citizens under Board policy.

Should requests be for information that already exists or data that can be easily gathered and analyzed (provided the request is not for privileged management information, as outlined below), the Superintendent will, in a timely manner provide the information in its most accessible format, to the requesting Board member, with copies to all Board members.

Should the information not exist and/or be difficult to obtain, and should the Superintendent determine that the value of the information to the District be insufficient to justify the time or cost of obtaining it, he/she shall bring the request to the Board, with an estimate of the time/cost of responding to the Board member's request. By Board action, the Board will direct the Superintendent to provide, or not provide, the requested information.

The Board, by this policy, wishes to distinguish between District performance information and privileged management information. Performance information is normally data based on numerical measures of results, District operations or practice patterns. Documents or other management information relating to individuals, contracts, meetings, or events of any ongoing management process, unless under the purview of the Freedom of Information Act, are considered privileged management information and not within the purview of the Board.

(cf. 1120 - Board of Education Meetings re Public Participation)

(cf. 9322 - Public and Executive Sessions)

Legal Reference: Connecticut General Statutes  
 1-200 Definitions  
 1-206 Denial of access of public records or meetings. Notice. Appeal  
 1-210 to 1-213 Access to public records (as amended by PA 02-113)  
 1-211 Access to computer stored records.  
 1-214 Public contracts as part of public records.  
 1-225 to 1-240 Meetings of government agencies to be public

DBS CODE: 4112.8  
4212.8

PERSONNEL - CERTIFICATED/NON-CERTIFICATED:

Appointment and Conditions of Employment:

Nepotism; Husband/Wife Employment:

Two members of the same family-husband and wife, parent and child, or domestic partner of a civil union, shall not be employed in the same school or in the same office, except upon majority vote of the entire board.

Legal Reference: PA 05-10 An Act Concerning Civil Unions

Adopted: April 27, 1981  
Revised: November 14, 2005