

MARLBOROUGH BOARD OF EDUCATION

POLICY SUBCOMMITTEE

Elmer Thienes-Mary Hall Elementary School – Library

Thursday, August 25, 2022

5:00 p.m.

AGENDA

1. Call to Order & Roll Call

2. Review and Discuss Proposed Policy Revisions:

P# 0200	Goals and Objectives: Educational Goals
P# 9321.3	Electronic Board of Education Meetings
P# 4113.12	Minimum Duty-Free Lunch Periods for Teachers
P# 5144.4	Physical Exercise and Discipline of Students
P# 5113.2	Truancy
P# 5141.4	Reporting of Child Abuse, Neglect and Sexual Assault
P# 5145.511	Sexual Abuse Prevention and Education Program
P# 6172.1	Gifted and Talented Students
P# 6140	Curriculum
P# 7230.2	Indoor Air Quality
P# 6111	School Calendar

3. Adjournment

In a partnership of family, school and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

NOTE TO BOARD MEMBERS:

Attendance - If you are unable to attend this session, the Chairperson and Superintendent would appreciate your calling the Superintendent's Office at 860-295-6236 as soon as possible.

The Marlborough Board of Education does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, genetic information, marital status, age or status as a Veteran in its programs, activities and employment practices.

Marlborough Public Schools BoE Policy Subcommittee 8/25/2022

Policy Number(s) & Bylaw	Policy Title	Current MIES Policy	Optional, Recommended or Mandated	Action: *Add policy not in place *Replace/Update existing policy with updates
# 0200	Goals and Objectives: Educational Goals	YES	Mandated	Discussion for potential revision
# 9321.3	Electronic Board of Education Meetings	YES	Recommended	Replace/Update: Replace existing policy # 9321.3
# 4113.12	Minimum Duty-Free Lunch Periods for Teachers	NO	Mandated	Add policy: Not in policy set and is a mandatory policy
# 5144.4	Physical Exercise and Discipline of Students	YES	Mandated	Replace/Update: Replace existing policy # 5144.4
# 5113.2	Truancy	YES	Mandated	Replace/Update: Replace existing policy # 5113.2
# 5141.4	Reporting of Child Abuse, Neglect and Sexual Assault	YES	Mandated	Replace/Update: Replace existing policy # 5141.4
# 5145.511	Sexual Abuse Prevention and Education Program	YES	Mandated	Replace/Update: Replace existing policy # 5145.511
# 6172.1	Gifted and Talented Students	YES	Mandated	Replace/Update: Replace existing policy # 6172.1
# 6140	Curriculum	YES	Recommended	Replace/Update: Replace existing policy # 6110
# 7230.2	Indoor Air Quality	YES	Recommended	Replace/Update: Replace existing policy # 7230.2
# 6111	School Calendar	YES	Optional	Discuss legislation related to Juneteenth (June 19th) and "Get Outside and Play" (May 26th) and consider revised optional policy.

Mission-Goals-Objectives

Goals and Objectives

Educational Goals

The Marlborough Board of Education has approved the following goal statements in order to direct the planning, operation, and evaluation of the educational programs under its jurisdiction.

Goal Statements

1. Goal One - Motivation to Learn

To realize their potential to learn, students must be highly motivated and challenged by high expectations. Therefore, the students will:

- A. Develop good study skills and work habits.
- B. Achieve to the best of their abilities and talents.
- C. Develop positive feelings of self-worth and confidence.
- D. Develop their intrinsic curiosity toward knowledge in order to stimulate and nurture a desire for life-long learning.

2. Goal Two - Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Therefore, the students will:

- A. Read with understanding.
- B. Communicate effectively, through speaking and listening.
- C. Write in a coherent and grammatically correct manner.
- D. Demonstrate a mastery of fundamental mathematical functions, concepts and applications.
- E. Demonstrate a mastery of fundamental scientific concepts.
- F. Demonstrate effective problem solving and higher order thinking skills.
- G. Demonstrate the ability to use technological tools to gather data, solve a problem and increase personal/group productivity.

Mission-Goals-Objectives

Goals and Objectives (continued)

3. Goal Three - Acquisition of Knowledge

Acquiring knowledge is essential and leads to fuller realization of individual potential and contributes to responsible citizenship. Skills and competencies cannot be ends in themselves. Students must explore the curriculum in the context of larger issues. Connections must be made among key concepts within a diversity of contexts. Schools must, therefore, accept responsibility for leading students through a body of knowledge and its applications, investigating real problems and developing solutions. Therefore, the students will:

- A. Acquire an essential knowledge of literature, the natural sciences, and the social sciences.
- B. Apply the principles of mathematics to complete educational, consumer and job-related tasks.
- C. Develop skills and interest in the creative and performing arts.
- D. Apply knowledge from different disciplines into a larger scheme in solving real problems.
- E. Acquire skills in identifying, organizing, planning and allocating essentials such as time, cost, materials and resources.
- F. Demonstrate an understanding and appreciation of values and achievements of world cultures and the role of these cultures in an interdependent world.

4. Goal Four - Competence in Life Skills

Children are challenged to function successfully in multiple roles as citizens, family members, students, producers, and consumers. Therefore, the students will:

- A. Develop an identity that includes the concept of self-direction.
- B. Practice good citizenship and demonstrate involvement through volunteering.
- C. Develop the skills for getting along well with others.
- D. Develop the ability to deal with personal successes and failures.
- E. Develop the ability to deal with problems encountered in a changing society.
- F. Understand and apply the basic elements of proper nutrition and well being.
- G. Develop the ability and motivation to practice continuous health and physical fitness skills.
- H. Make informed choices.
- I. Demonstrate self control, dependability and accept responsibility for their own actions.

Mission-Goals-Objectives

Goals and Objectives (continued)

5. Goal Five - Understanding Society's Values

As responsible citizens, students will enrich their family, community and culture and create equal opportunity for all persons to participate in and derive the benefits of society. Therefore, the students will:

- A. Show respect for themselves and others by making informed moral judgments and ethical decisions.
- B. Respect people and appreciate their individuality and diversity in a pluralistic society.
- C. Invest in a global vision and further themselves and others with the achievement of common goals.
- D. Demonstrate an awareness, understanding and involvement in environmental issues.
- E. Work with others in a positive, honest and productive way, valuing and maximizing their contributions.
- F. View themselves as invested and socially responsible members of classroom, school, local and global communities.

6. Goal Six – Career Placement

- A. To enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services.
- B. To equip students with the knowledge and skills necessary to pursue the future of their choice and to prepare students to function effectively in various life roles.
- C. To provide students with a wide range of educational and vocational options to support a diversity of life choices.
- D. To provide a varied curriculum that meets the academic and career needs of all students.
- E. To have all students graduate ready for college or career.
- F. To provide support and opportunities necessary to ensure that all students are college and/or career ready.
- G. To develop and enhance quality educational/instructional programs to support all students in mastering essential skills and concepts by providing all students with the time, support, and instruction needed to meet their individual, academic and career goals.
- H. To relate career preparation to individual student interests, abilities and aptitudes.

Mission-Goals-Objectives

Goals and Objectives

6. Goal Six – Career Placement (continued)

- I. To provide students with the ability to analyze career options based on personal interests, abilities, aptitudes, achievement and goals.
- J. To help students analyze how the change in roles of individuals in the workplace relate to new opportunities within career choices.
- K. To provide a well-balanced and appropriate curriculum to all students through which students will be prepared to succeed in a variety of postsecondary activities, including employment and/or enrollment in an institution of higher education.

7. Goal Seven – Social Emotional Learning

- A. To integrate the principles and practices of social-emotional learning into the District's required professional development program pursuant to C.G.S. 10-148a.

Legal References: Connecticut General Statutes

10-4(c) Duties of boards. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education as amended by PA 19-58. (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted: April 15, 1999
Policy revised: April 23, 2020
Policy revised: December 16, 2021

MARLBOROUGH PUBLIC SCHOOLS
Marlborough, Connecticut

Suggested and recommended bylaw to consider, which has been updated to reflect PA 22-3.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings

Definitions

~~“Meeting” This means any hearing or other proceeding of a public agency, any convening or assembly of a quorum of a multimember public agency, and any communication by or to a quorum of a multimember public agency, whether in person or by means of electronic equipment, to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction or advisory power. This definition includes “hybrid” in-person meetings with Board members being able to attend the meeting in person or participate remotely, and with the public largely attending remotely.~~

“Meeting” is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or ~~advocacy~~ advisory power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act. This definition includes hybrid, remote and in-person meetings. ~~with Board members being able to attend the meeting in person or participate remotely, and with the public largely attending remotely.~~

“Public Notice” Each Board member and each person who has duly requested such notification shall be notified no later than twenty-four hours in advance of the meeting of the time, date, location, and the agenda of any regular or special meeting. The twenty-four hour notice shall also be posted in the Board office, delivered to newspapers designated by the Board, and filed with the Town Clerk, except that such notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board and filed with the Town Clerk not later than January 31 of each year in accordance with law. The meeting agenda must be filed at least twenty-four hours before the meeting convenes. (In an emergency meeting, the Board may proceed to conduct business if and to the extent required by the emergency.) The expectation shall also be adhered to in the event of a Board meeting held through electronic means as described in this bylaw. When hybrid in-person meetings are held, the meeting notice should suggest that the public participate by remote means in order to avoid a situation where demand for space at the meeting by the public exceeds the in-person capacity limit.

“Voting” All Board actions requiring a vote may be conducted by voice, show of hands, or roll call provided that the vote of each member is recorded in the minutes of the meeting. Proxy voting shall not be permitted. Voice voting must occur in the event of a BOE meeting held through electronic means as described in this bylaw. Votes will be verbalized into the record by the Board Secretary. Abstentions shall not be counted as votes but shall be recorded.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings

Definitions (continued)

“Internet (Chat) Discussions” In the event of a Board meeting held through electronic means as described in this bylaw, under no circumstances are members of the Board to have private chats while engaged in the public session of the meeting. All comments, inquiries, and votes must occur in the public forum for all to hear. All Board member(s) are expected to comply with the guidance of this bylaw.

Policy Statement

~~In accordance with applicable Executive Orders by the Governor of Connecticut, the Board of Education Board (Board) acknowledges, that in the event of a prohibition on public meetings for health & safety reasons, business of the Board may still need to occur. In this event where pressing business of the Board is required such as, but not limited to, personnel issues, budget hearings, approval of bills payments, policies etc., a meeting through electronic means will be permitted. The Board, responding to improved public health conditions, may return to in-person meetings, or in the alternate, a “hybrid” in-person meeting as defined in this policy.~~

The Board of Education may hold a public meeting that is accessible to the public by means of electronic equipment or by means of electronic equipment in conjunction with an in-person meeting.

In accordance with Connecticut’s Freedom of Information Act (FOIA) the following provisions will be implemented so that a remote or “hybrid” meeting can occur:

1. Board of Education members shall make every attempt to participate through a technology portal where they can be viewable, or at a minimum heard, for each other and members of the public. The Board of Education will accomplish this through use of an electronic videoconferencing program, such as, but not limited to, ZOOM, GoToMeeting, WebEx, OnBoard, where members of the public can call and/or submit comments or questions electronically. ~~When the Board transitions to a return of in-person meetings, a hybrid approach may be utilized until such time as full in-person meetings resume.~~
2. Notice of the Board meeting’s virtual or in-person location, when a hybrid approach is utilized, shall be published through the traditional means and outlets as well as being noticed on the District website and in the Board of Education Office no less than ~~24~~ 48 hours in advance.
3. The District shall post the agenda for the meeting no later than 24 hours in advance for review and reference by members of the public. The agenda will also be posted on the District website. ~~Such notice and agenda shall include instructions for the public, to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person.~~

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meeting

Policy Statement (continued)

- ~~4. Members of the public will be provided an opportunity to make comments in the place so designated in the agenda for the meeting. These comments will be submitted through the means allowed by the videoconferencing software used by the District to host the meeting. [All comments will be read into the record by the Board Chairperson or designee announcing both the member of the public and his/her address as is customary to provide with comments.] In the event that additional information can be provided by a member of the Board or the Superintendent, it will/may be provided.~~
4. When the Board conducts a meeting, other than an executive session or special meeting, solely by means of electronic equipment, it shall (1) provide any member of the public (A) upon a written request submitted not less than twenty-four hours prior to such meeting, with a physical location and any electronic equipment necessary to attend such meeting in real-time, and (B) the same opportunities to provide comment or testimony and otherwise participate in such meeting that such member of the public would be accorded if such meeting were held in person; (2) ensure that such meeting is recorded or transcribed, excluding any portion of the meeting that is an executive session, and such transcription or recording is posted on the Board's Internet website and made available to the public to view, listen to and copy in the Board's office or regular place of business not later than seven days after the meeting and for not less than forty-five days thereafter; and (3) if a quorum of the members of the Board attend a meeting by means of electronic equipment from the same physical location, permit members of the public to attend such meeting in such physical location.
5. The Board, when conducting hybrid meetings, will make provisions to allow at least some members of the public and press to attend in the same location as the Board members conducting the meeting in a manner consistent with any public health guidance. ~~for limiting the transmission of COVID-19.~~ The number of the public allowed to attend the in-person or hybrid meeting will be limited to capacity limits put in place consistent with public health and social distancing guidance, determined by local health officials.
- ~~6. Under these circumstances when a Board of Education meeting needs to be held under the circumstances described above, a recording of the meeting with video, in addition to minutes, will be posted in the same way that the audio is posted for traditional, in-person meetings of the Board. These recordings will not stand as the minutes, only the written record as approved will do so.~~
6. If the Board conducts a special meeting it shall include in the notice of such meeting whether the meeting will be conducted solely or in part by means of electronic equipment and, not less than twenty-four hours prior to such meeting, shall post such notice and an agenda of the meeting. If such special meeting is to be conducted by means of electronic equipment, such notice and agenda shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comment or otherwise participate in the meeting.

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meeting

Policy Statement (continued)

7. Any vote taken at a meeting during which any member participates by means of electronic equipment shall be taken by roll call, unless the vote is unanimous. The minutes of the meeting shall record a list of members that attended such meeting in person and a list of members that attended such meeting by means of electronic equipment.
8. Any member of the Board or the public who participates orally in a meeting of the Board conducted by means of electronic equipment shall make a good faith effort to state such member's name and title, if applicable at the outset of each occasion that such member participates orally.
9. Executive session will ~~still~~ be held, when necessary and for the statutorily allowed reasons, in a second videoconferencing meeting open only to Board of Education members, and those individuals determined by the Board to be necessary to participate in such executive session.
- ~~10. Under no circumstances other than an Executive order prohibiting in-person gatherings due to public health and safety concerns, does the Board of Education approve of holding its meetings electronically. The Board recognizes that there may be times when a Board member, for good reason, is unable to be physically present at a Board Meeting. In conformity with Board Bylaw #9325.43, a Board member may participate in the meeting electronically, subject to the conditions in the aforementioned bylaw.~~
10. Pursuant to PA 22-3 a Board member shall not be denied the opportunity to participate and vote in any meeting or proceeding using remote technology if such member requests to do so.

When public health conditions improve, the Board may initiate a return to in-person meetings, or in the alternative, hybrid in-person meetings in which Board members may either attend in person or participate remotely. In hybrid meetings, members of the public and the press will be allowed to attend, up to the capacity limits in place to comply with social distancing guidance and local public health department determination.

Options and instructions on how to access Board of Education virtual meetings will be posted on the District's website. A recording of Board meetings shall be made available within seven (7) days on the Board's Website and/or _____.

- (cf. 1120 - Public Participation at Board of Education Meeting)
- (cf. 9321 - Time, Place, Notification of Meetings)
- (cf. 9322 - Public and Executive Sessions)
- (cf. 9323 - Construction of the Agenda)
- (cf. 9324 - Advance Delivery of Meeting Materials)
- (cf. 9325 - Meeting Conduct)

Bylaws of the Board

Time, Place and Notification of Meetings

Electronic Board of Education Meetings (continued)

- (cf. 9325.1 - Quorum)
- (cf. 9325.2 - Order of Business)
- (cf. 9325.4 - Vote Recording)
- (cf. 9325.43 - Attendance at Meetings via Electronic Communications)
- (cf. 9326 - Minutes/Taping/Broadcasting)
- (cf. 9326.1 - Taping/Recording Board Meetings)
- (cf. 9327 - Electronic Mail Communications)
- (cf. 9327.1 - Board Member Use of Social Networks)

- Legal Reference:
- Connecticut General Statutes
 - 1-200 (2) Definitions. "Meeting."
 - 1-206 Denial of access to public records or meetings.
 - 1-225 Meetings of government agencies to be public. ~~as amended by June 11 Special Session, PA 08-3.~~
 - 1-226 Broadcasting or photographing meetings.
 - 1-227 Mailing of notice of meetings to persons filing written request.
 - 1-228 Adjournment of meetings. Notice.
 - 1-229 Continued hearings. Notice.
 - 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
 - 1-232 Conduct of meetings.
 - 10-218 Officers. Meetings.
 - 10-238 Petition for hearing by board of education.
 - ~~Executive Order No. 7B - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Further Suspension and Modification of Statutes. (issued 3/14/20)~~
 - ~~Executive Order No. 7N - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Increased Distancing, Expanded Family Assistance and Academic Assessment Suspension (issued 3/26/20)~~
 - ~~Executive Order No. 9H - Protection of Public Health and Safety During COVID-19 Pandemic and Response. Participation in Municipal Meetings; Technical Correction to Extension of Eviction Moratorium in Executive Order No. 9H (issued 10/10/20)~~
 - PA 22-3 An Act Concerning Public Meetings Pursuant to the Freedom of Information Act.

Bylaw adopted by the Board:

cps 6/20
rev 10/20
rev 7/22

A new mandated policy to consider.

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:

cps 7/22

A mandated policy to consider which has been updated to reflect PA 22-80.

Students

Discipline

Physical Exercise and Discipline of Students

The Board of Education (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the Board permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity that is the time devoted each day (at least 20 minutes) to physical exercise in the District's elementary schools.

~~Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.~~

~~This restriction shall not apply to students who are receiving in-school suspension.~~

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health or safety of other students or school personnel
or
- b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Students

Discipline

Physical Exercise and Discipline of Students (continued)

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades K-12, inclusive, to engage in physical activity as a form of discipline during the school day.

3. Wellness Instruction

School employees shall not prevent students from participating in physical exercise or undirected play during wellness instruction as a form of discipline.

This restriction does not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The Superintendent of Schools is authorized to develop guidelines to implement this policy.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, "school employee" means 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 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 Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

Students

Discipline

Physical Exercise and Discipline of Students (continued)

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference:

Connecticut General Statutes

10-221o Lunch periods. Recess ~~(as amended by P.A. 12-116, An Act Concerning Educational Reform, P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)~~

10-221u Boards to adopt policies addressing the use of physical activity as discipline. ~~(as amended by PA 18-15)~~

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.

Policy adopted:

rev 7/18

rev 7/19

rev 7/22

A sample policy to consider with updates due to legislation.

Students

Truancy

Introduction and Definitions

The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences.

"Truant" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student 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.

"Chronically absent child" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

"Absence" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

"Mental health wellness day" means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

"District chronic absenteeism rate" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"School chronic absenteeism rate" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy.

Students

Truancy

Remediation of Truancy (continued)

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as “truant” when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as “chronically absent” when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion or retention.
- (b) a requirement to complete a summer school program successfully before being promoted to the next grade.

Students

Truancy (continued)

Remediation of Truancy (continued)

8. When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
9. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
10. If in existence, refer the child to the children’s probate court truancy clinic.
11. Provide notice to the parents/guardian the information concerning the 2-1-1 Infoline and other pediatric mental and behavioral health screening sources and tools provided by the State Department of Education.

The Board shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model.

Chronic Absenteeism

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District’s chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Students

Truancy

Chronic Absenteeism (continued)

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant to P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is no English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

(cf. 5113 – Attendance)

- Legal Reference: Connecticut General Statutes
- 10-184 Duties of parents. ~~(as amended by PA 98-243, PA 00-157 and PA 18-15)~~
 - 10-198a Policies and procedures concerning truants ~~(as amended by PA 00-157, PA 11-136 and PA 16-147)~~
 - 10-198b State Board of Education to define “excused absence”, “unexcused absence”, and “disciplinary absences”
 - 10-198c Attendance review teams ~~(as amended by PA 17-14)~~

Students

Truancy

Chronic Absenteeism

- Legal Reference: Connecticut General Statutes (continued)
- 10-198d Chronic absenteeism ~~(as amended by PA 18-182)~~
 - 10-198e Identification of truancy identification models ~~(as amended by PA 18-182)~~
 - 10-199 through 10-202 Attendance, truancy in general. ~~(Revised, 1995, PA 95-304)~~
 - 45a-8c Truancy clinic. Administration. Policies and procedures. Report. ~~(as amended by PA 15-225)~~
 - 10-220(c) Duties of boards of education ~~(as amended by PA 15-225)~~
 - 10-202e-f Policy on dropout prevention and grant program.
 - 10-221(b) Board of education to prescribe rules.
- PA 22-47 An Act Concerning Children's Mental Health
- Campbell v New Milford*, 193 Conn 93 (1984).
- Action taken by the State Board of Education on January 2, 2008, to define "attendance."*
- Action taken by the State Board of Education on June 27, 2012, to define "excused and "unexcused" absences.*

Policy adopted:

rev 7/18
rev 7/21
rev 7/22

A sample of this mandated policy to consider with update reflecting PA 22-87.

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect and sexual assault. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person 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 District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect or risk and/or sexual assault.

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

~~Alternate Language: In furtherance of CGS 17a-101 et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.~~

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but not later than twelve (12) hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written or electronic report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24-hour Child Abuse and Neglect Hotline, "Careline" at 1-800-842-2288 for the purpose of making such oral reports.)

A mandated reporter may make the required oral report electronically in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. *(Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a "non-emergent" situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.)*

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

(This paragraph is optional) It is mandated that policy and procedure development include three major components: Education, Intervention and Evaluation. The Education component requires that school personnel be provided with ongoing education (staff development) related to the recognition and reporting of suspected child abuse, neglect and sexual assault. Intervention requires that "at risk" students be identified and that suspected child abuse, neglect and sexual assault be reported. Evaluation is essential in order to determine whether policy and procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs, community resources and law. Such evaluation should take place annually, or more frequently as needed.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

Students

Reporting of Child Abuse, Neglect, and Sexual Assault (continued)

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5145.511 – Sexual Abuse Prevention and Education Program)

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations. ~~(as amended by PA-11-93)~~

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal. ~~(as amended by PA-11-93)~~

10-221s Investigations of child abuse and neglect. Disciplinary action. ~~(as amended by PA-16-188)~~

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations. ~~(as amended by PA-11-93 and PA-14-186)~~

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy. ~~(as amended by PA-96-246, PA-00-220, PA-02-106, PA-03-168, PA-09-242, PA-11-93, PA-15-205, PA-18-15 and PA-18-17)~~

17a-101a Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney. ~~(as amended by PA-02-106, PA-11-93, and PA-15-205, PA-18-15 and PA-18-17)~~

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State's Attorney. Penalty.

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes (continued)

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act.

DCF Policy 22-1-3 Mandated Reporter's Failure to Report.

PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

Policy adopted:

rev 7/18
rev 6/18
rev 5/19
rev 4/20
rev 7/22

A sample of this mandated policy to consider with update reflecting PA 22-87.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Alternate Definition

Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Program

The Merrillborough Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

~~Alternate Language:~~

1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. Prevention and identification of, and response to, child sexual abuse and assault,
 - d. Bystander and appropriate interaction with children training programs,
 - e. School District policies pertaining to sexual abuse and sexual misconduct,
 - f. Establishing and maintaining professional relationships with students,
 - g. Available resources for children affected by sexual abuse or misconduct, and
 - h. Appropriate follow-up and care for abused students as they return to the classroom setting.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Alternate Language: (continued)

Keep as we had updated this already

- b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
- c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
- d. Intervention and counseling options for child victims of sexual abuse and assault.
- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]

3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

(Alternate language: A student shall be excused from participating in classroom instruction regarding sexual abuse and sexual assault upon receipt by the Principal of a written request from the student's parent or guardian.)

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program. ~~(as amended by Section 415 of the June 2015 Special Session Public Act 15-5)~~
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.
PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

Policy adopted:

cps 4/15
rev 7/15
rev 8/16
rev 7/22

A mandated policy (as of July 1, 2022) to consider.

Instruction

Gifted and Talented Students Program (Version #2)

The Marlborough Public Schools are committed to recognizing and promoting the individual strengths, gifts, and talents of all children.

The Marlborough Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary ability academically, creatively and artistically.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.

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

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

Instruction

Gifted and Talented Students Program (Version #2) (continued)

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

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

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

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

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17

rev 7/19

rev 4/22

A revised sample to consider which has been updated to reflect PA 22-80.

Instruction

Curriculum

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

1. The arts, including dance, music, art and theater;
2. Career education;
3. Consumer education;
4. Health and safety, including, but not limited to, human growth and development; nutrition; first aid including CPR training; disease prevention and cancer awareness, including age and developmentally-appropriate instruction in performing self-examinations for screening breast and testicular cancer; community and consumer health, physical mental and emotional health, including youth suicide prevention, substance abuse prevention including opioid use and related disorders; safety, including the use of social media, and may include the dangers of gang membership; and accident prevention;
5. Language arts, including reading, writing, grammar, speaking and spelling;
6. Mathematics;
7. Physical education;
8. Science, which may include the climate change curriculum;
9. Social studies, including citizenship, economics, geography, government, history, and Holocaust and genocide education and awareness and *Asian American and Pacific Islander (AAPI) Studies (effective 2025-2026 school year)*;
10. African-American and Black Studies;
11. Puerto Rican and Latino Studies;
12. Native American Studies (*effective 2023-2024 school year*);
13. Computer programming instruction; and
14. At least on the secondary level, one or more world languages and vocational education.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculum for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula. (*Alternative language:* The Board of Education has responsibility and authority for the district's curriculum, subject to any limits specified by the State.)

Instruction

Curriculum

The Board of Education in establishing and approving curricula for the school district will give due consideration to the possible adoption and use of the model curriculum for grades K-8 developed by the Connecticut State Department of Education in collaboration with the State Education Resource Center (SERC) upon its availability. Such consideration shall be based upon the recommendation of the District Curriculum Committee.

(cf. 6110 - Provisions of Negotiated Agreements)

(cf. 6121 - Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study, as amended by PA 08-153, PA 21-2
 JSS, Sections 374, 375, 376.
 10-16c et seq. re Family life education.
 10-17 English language to be medium of instruction.
 10-17 et seq. re Bilingual instruction.
 10-18 Courses in United States history, government and duties and
 responsibilities of citizenship.
 10-18a Contents of textbooks and other general instructional materials.
 10-18 bet seq. re Firearms safety programs.
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training
 of personnel. Evaluation of programs by alcohol and drug abuse
 commission and department of education.
 10-19a et seq. re Substance abuse prevention team.
 10-24 Course in motor vehicle operation and highway safety.
 10-21 et seq. re Vocational education and cooperation with business.
 10-220 Duties of boards of education as amended by PA 08-153.
 10-221a High School graduation requirements.
 PA 22-80 An Act Concerning Childhood Mental and Physical Health
 Services in School.

Policy adopted:

rev 10/21

rev 7/22

A revised and recommended sample policy to consider which has been updated to reflect new legislation.

New Construction

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.

Prior to January 1, 2008 and every ~~five (5)~~ **three (3)** years thereafter, for any District facility that has been constructed, extended, renovated or replaced on or after January 1, 2003, the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;
9. plumbing, including water distribution systems, drainage systems, and fixtures;

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2024, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

New Construction

Indoor Air Quality

Indoor Air Quality in Existing Facilities (continued)

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.

New Construction

Indoor Air Quality

Indoor Air Quality in New or Renovated Facilities (continued)

4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

New Construction

Indoor Air Quality (continued)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education (~~as amended by P.A. 09-81~~)

10-231(f) Indoor air quality committees

10-282(19) Definitions

10-283 Applications for grants for school building projects

10-286 (a)(9) Computation of school building project grants

10-291 Approval of plans and site. Expense limit.

10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials.

10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.

~~P.A. 03-220 An Act Concerning Indoor Air Quality in Schools.~~

PA 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023.

Policy adopted:

cps 11/01

rev 7/09

rev 7/11

rev 7/22

Instruction

School Calendar

The school calendar shall show the beginning and ending dates of school, legal and local holidays, meeting days, number of teaching days, vacation periods, and other pertinent dates.

The Board of Education may operate the school on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The Superintendent shall recommend to the Board of Education a school calendar that will meet the requirements of the law as well as the needs of the community, students, and personnel.

The Board of Education may declare a holiday in the school under its jurisdiction when good reason exists.

The Board of Education may use the RESC developed and approved uniform regional school calendar, for the school year commencing July 1, 2017 and each school year thereafter.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Beginning with the 2019-2020 school year, the Board of Education may develop and adopt its own school calendar to begin school on any day before or after Labor Day.

Legal Reference: Connecticut General Statutes

 10-161 Establishment of graduation date. (as amended by PA 19-195)

 1-4 Days designated as legal holidays

 PA 95-182 An Act Concerning the Reduction of Education Mandates

 PA 14-38 An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force.

 10-66q Development and adoption of uniform regional school calendar.
Report (as amended by PA 17-220 and PA 19-195)

Policy adopted:	April 26, 2001	MARLBOROUGH PUBLIC SCHOOLS
Policy revised:	August 28, 2014	Marlborough, Connecticut
Policy revised:	November 20, 2014	
Policy revised:	December 21, 2017	
Policy revised:	December 12, 2019	



Instruction

School Calendar

Legal Reference: Connecticut General Statutes (continued)

10-16l Establishment of graduation date. ~~(as amended by PA 19-195)~~

~~PA 13-247, An Act Implementing Provisions of the State Budget for the Biennium Ending June 30, 2015 Concerning General Government, Sections 321-324.~~

~~PA 14-38, An Act Concerning the Recommendations of the Uniform Regional School Calendar Task Force.~~

10-66q Development and adoption of uniform regional school calendar. Report. ~~(as amended by PA 17-220 and PA 19-195)~~

~~PA 19-195 An Act Concerning the Establishment of a Firm Graduation Date and the Date When a School District May Commence School Sessions.~~

PA 22-47 An Act Concerning Children's Mental Health.

PA 22-128 An Act Establishing Juneteenth Independence Day as a Legal Holiday.

Policy adopted:

rev 6/17
rev 7/19
rev 7/22



July 15, 2022

Update Mailing No: 4

- **MENTAL HEALTH DAY** The Act requires the Governor to proclaim May 26 of each year to be “Get Outside and Play for Children’s Mental Health Day” to raise awareness about children’s mental health and wellness. Under the Act, suitable exercises must be held in the State Capitol and in the public schools on that day or, if that day is not a school day, on the previous school day, or on any day the local or regional school board prescribes. The Act also requires the SDE, starting with the 2022-2023 school year, to provide annual notice to local and regional school boards about the designated day, including any suggestions or materials for suitable exercises that may be held to observe it.

Policy Implications: The legal references to policy 6111 have been updated to reflect this change. No changes to regulation.

- **TRUANCY** The Act requires that a district’s policies and procedures shall include for any school with a disproportionately high rate of truancy, as determined by the Commissioner of Education, on or before July 1, 2023, the adoption and implementation of a truancy intervention model developed by SDE.

The Act also requires that a district’s policies and procedures provide notice to the parent or guardian of a child who is a truant, the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools provided by SDE.

Policy Implications: Policy 5113.2 has been updated to include the notice requirements. The existing CABE model already includes language to meet the requirements for districts with disproportionately high rates of truancy. No changes have been made to the regulation.

- **SCHOOL RESOURCE OFFICERS** The Act requires that local law enforcement agencies and boards of education that employ or engage school resource officers train school resource officers in the peer-to-peer mental health support program, to prevent students with mental health issues from being victimized or disproportionately referred to the juvenile justice system as a result of their mental health issues.

Policy Implications: Regulation 5142.4 has been updated to include the new training requirement. No changes have been made to the policy or appendices.





P.A. 22-128 An Act Establishing Juneteenth Independence
Day as a Legal Holiday

-Page 1-

July 15, 2022

Update Mailing No. 4

- **AN ACT ESTABLISHING JUNETEENTH INDEPENDENCE DAY AS A LEGAL HOLIDAY** The Act establishes a new legal state holiday on June 19 known as Juneteenth Independence Day. The decision to close public schools on Juneteenth Independence Day is made by each local school district. By law, each local and regional board of education that remains open on a legal state holiday must hold a suitable educational program in observance of the holiday.

Policy Implications: The legal references to policy 6111 have been updated to reflect this change. No changes to regulation. See Section B for a sample of this policy and regulation.

