

Committee Meeting Agenda/Minutes

Committee: BOE Policy & Legislation Committee			
Location: Superintendent's Office Chase Building/Room 158 236 Grand Street	Date of Meeting: Thursday February 29, 2024	Start Time: 5:00 p.m.	Finish Time:

Team Norms:
1. All meetings will start on time 2. All team members will agree to stay on specific agenda topics 3. A specific agenda will be set for all meeting

Commissioners Present:	Staff Present:

AGENDA			MINUTES
	Agenda Item	Time Allotted	• Motion • Motion by/seconded by • Vote tally
1.	Revised Policy #7230.2 (PA 23-167) - Indoor Air Quality/Heating, Ventilation, and Air Conditioning (HVAC) ~ N. Albini		
2.	New Policy #4115.3 - Coaches Evaluation ~ J. Britton		
3.	Revised Policy #6146 (PA 23-21) – Graduation Requirements ~ D. Schwartz		
4.	Discussion: School Visitors – Policy #1250 ~ Dr. Ruffin		
5.	Discussion: CABA Policy Highlights 01-29-24 ~ E. Brown		
6.	Scheduling of next meeting		
7.	Adjournment		

Additional notes/minutes:
Minutes prepared by:

Physical Facilities

7230.2(a)

Indoor Air Quality/Heating, Ventilation, and Air Conditioning (HVAC)

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.

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.

PURPOSE: The purpose of this policy/regulation is to ensure that reported indoor air quality concerns receive prompt and adequate response and to provide guidelines for a comprehensive, systematic diagnostic evaluation of conditions.

DEFINITIONS (for the purpose of this policy):

- ◆ **Indoor Air Quality (IAQ)** means chemical, physical, or biological characteristics of indoor air which can adversely affect the health, comfort, or overall wellbeing of building occupants.
- ◆ **Intermittent sources of indoor pollution** means contaminants that are not constantly present in the facility or workplace.
- ◆ **IAQ health effects** means non-specific symptoms, which may be related to, caused by, or exacerbated by IAQ conditions. These symptoms can include headaches, fatigue, nausea, and dermal, eye, or respiratory irritation.
- ◆ **NIOSH** means the National Institute for Occupational Safety and Health.
- ❖ **ASHRAE** means American Society of Heating, Refrigerating, and Air Conditioning Engineers
- ❖ **Standard 62** means the recognized standard for ventilation system design and acceptable indoor air quality (IAQ) in order to minimize adverse health effects for occupants.

Heating, Ventilation, and Air Conditioning (HVAC)

Heating, ventilation, and air Conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board directs 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 Standard 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, 2025, and every five years thereafter, the local 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 be submitted to Department of Administrative Services (DAS).

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. The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school 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;
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.

~~**GENERAL INFORMATION:** Indoor air quality is typically influenced by one or more of the following four factors:~~

- ~~◆ Occupants and their activities and behaviors.~~
- ~~◆ HVAC systems and pressure relationships ventilation conditions that can potentially move contaminants from one area to another.~~
- ~~◆ Contaminant (pollution) sources.~~
- ~~◆ Pollution pathways; potential avenues of dispersion or migration of airborne contaminants.~~

- ~~1. Reports, complaints, or concerns involving odors, discerned or perceived airborne contaminants, symptoms typically associated with IAQ health effects, discomfort, and the overall quality of air in any area within the facility will immediately be directed to the school nurse and the School Inspector.~~
- ~~2. The School Inspector will work with the school nurse and building principal to coordinate a pragmatic, systematic, and documented approach to a diagnostic IAQ evaluation, and ensure that any IAQ related reports or complaints are addressed in a timely and adequate fashion. The results of IAQ evaluations can include the identification of possible causes, recommendations for corrective action, or suggested direction for further investigation.~~
- ~~3. The School Inspector will evaluate the need for emergency response and area evacuation when strong odors, fumes, vapors, visible particulates, etc. are believed to be emanating from a source of air borne toxins or hazardous substances and there is a potential for exposure.~~
- ~~4. Responding personnel will follow established protocols when conducting a diagnostic evaluation of IAQ conditions. The evaluation process should incorporate applicable principles of industrial hygiene. It should focus on the collection and analysis of evidence to enable the evaluator to rule out exceptions and eventually establish root causes of and contributing factors to environmental stressors.~~
- ~~5. Individuals who expressed IAQ concerns and other occupants in impacted areas will be apprised of the progress of the investigation and any significant findings, conclusions, and action taken.~~

PROCEDURE

- ~~1. The first step in addressing an occupant complaint regarding IAQ begins with the complaint itself. The person receiving the initial phone call, or who is verbally informed of a complaint, should attempt to gather as much information as possible, directly from the person expressing the concern.~~
- ~~2. Prior to beginning an investigation, a clear definition and understanding of the nature of the complaint should be developed. The objective of an IAQ investigation is to gain enough knowledge of the issue to successfully resolve it.~~

Occupant/Employee Interview:

- ~~3. The employee who communicated the complaint as well as others working in the same vicinity should be interviewed. This will serve two purposes:~~
 - ~~a) To assist the responding person in obtaining specific information about the nature of the concern, any actual or perceived health effects, and potential contributing factors; and~~
 - ~~b) To establish a vehicle of dialogue with the person, encourage open communication about the problem, and help to foster a high level of confidence that the issue will receive attention and diligent effort will be made to resolve it.~~
- ~~4. The IAQ evaluator, the facilities manager, should select a location for the interview where the person feels comfortable to speak freely.~~

~~5. Questions to be asked during and employee/occupant interview should include:~~

- ~~◆ What is the nature of the symptoms or discomfort experienced? Describe odor if noticed.~~
- ~~◆ At what specific location(s) do the symptoms/discomfort, or odors become apparent?~~
- ~~◆ When do the symptoms, discomfort, or odors typically begin? Do they go away? If so, when?~~
- ~~◆ Do any other events, operations, processes, or activities appear to coincide with your symptoms or odors?~~
- ~~◆ Have operational or chemical processes recently changed?~~
- ~~◆ Are there any observations about the building conditions or work environment that may appear to need attention or help explain the issue (temperature, humidity, inadequate ventilation, stagnant air, open windows or doors, odors)?~~
- ~~◆ Do you have knowledge of anyone else experiencing similar discomfort?~~
- ~~◆ Do you have any health condition that may cause you to be particularly sensitive or susceptible to environmental conditions?~~

~~6. The IAQ evaluator may expand the interview by adding questions to help improve understanding about the environmental conditions and perceptions as well as help discover the cause or develop a hypothesis.~~

~~7. Pertinent information must be documented along with the names, departments, positions, work shifts, and extensions of the individuals interviewed for future reference.~~

Area Walk-Through

~~8. The IAQ evaluator will conduct a thorough tour of the areas in question for the purposes of collecting information through direct observation about conditions and possible contributing factors. The following key items should be examined:~~

- ~~◆ Walk through specific area and adjacent areas to look for an easily identifiable source of contamination.~~
- ~~◆ Hazardous materials or chemical use.~~
- ~~◆ A chemical spill or release.~~
- ~~◆ Cooking.~~
- ~~◆ Construction or remodel work involving materials with potentially volatile organic compounds (VOC's) such as paint, adhesives, mastic, caulking, and activities that can cause suspension of dust, fibers, and other particulates.~~
- ~~◆ New carpeting or furnishings.~~
- ~~◆ Poor general ventilation or stagnant air.~~
- ~~◆ Inspect nearby sinks and floor drains for dry "P" traps.~~
- ~~◆ Check for evidence of molds or other microbial growth.~~
- ~~◆ Investigate surrounding people for animal hair, perfumes etc. that may cause allergic reactions on other people.~~

~~9. The walk through should include a visual examination of the HVAC systems that serve both the area of concern and other areas sharing common ventilation duct work. Check for obvious conditions such as moist filters, cleanliness of fans, dusts, louvers etc.~~

~~9.1 Observe nearby air intakes for:~~

- ~~◆ Construction, roofing, and other projects, which may release vapors, fumes, or particulate matter.~~
- ~~◆ Idling vehicles emitting exhaust fumes.~~
- ~~◆ Nearby work with chemicals.~~
- ~~◆ Fires.~~

- ~~◆ Significant amounts of pollen or dust.~~
- ~~◆ Pesticides or sewage smells.~~

~~9.2 Inspect intake filters and visible duct interiors for excessive dust, mold, or other microbial growth, debris, or nearby standing water or ponding. Check drip pans, humidifiers etc. for visible microbial growth.~~

Collecting Additional Information:

- ~~10. Additional information should be gathered by means of direct observation and from existing documentation in order to support findings or if the cause of the problem is not identified through the processes of employee interviews or an initial walk through.~~
- ~~11. The information to be collected should pertain to those areas identified through the evaluation processes that require further attention or clarification. The evaluator should examine the following areas to collect additional supporting information:~~
 - ~~◆ Mechanical drawings to better trace pollution pathways.~~
 - ~~◆ Pertinent logs, incident reports, and preventive maintenance/corrective maintenance schedules and reports.~~
 - ~~◆ HVAC operating cycles, seasonal cycles, and weather related patterns.~~
- ~~12. Outside industrial hygiene, HVAC, or environmental services may be sought to assist in the application of technical and scientific disciplines, such as monitoring and testing for specific contaminants. The decision to seek outside services can depend on the urgency of the situation, properties and hazards of the materials potentially involved, and acuity of symptoms exhibited by affected employees. Preferred contractors include:~~

~~ENVIROMED SERVICES — 203-238-4846~~

Reporting Results:

- ~~13. Once adequate information has been collected, the evaluator should thoroughly review findings to support and validate hypotheses previously developed, or clarify questionable aspects of observations or data. The evaluator should begin a “by exception” approach to formulating results. The results of the IAQ diagnostic assessment can include:~~
 - ~~◆ The identification of the apparent causes of the original concern or complaint, based upon the assessment of pertinent data and information from the evaluation process.~~
 - ~~◆ The identification of other potential IAQ issues not related to the original concern.~~
 - ~~◆ Information to form the basis for a corrective action plan.~~
 - ~~◆ The justification for further evaluation.~~
- ~~14. The results of an IAQ diagnostic evaluation must be documented and properly communicated to the individual(s) who reported the concern, as well as the building principal, school nurse, and personnel responsible for evaluating or carrying out recommendations. The report should include:~~
 - ~~◆ Briefly describe the nature of the concern or complaint and list each step of the evaluation process.~~
 - ~~◆ Discuss any preliminary hypothesis of cause and describe findings.~~
 - ~~◆ Identify the need for further investigation.~~

Indoor Air Quality, continued

- ~~◆ Clearly communicate why the cause of the original complaint could not be identified.~~
- ~~◆ Describe corrective action taken or propose strategies for problem resolution~~
- ~~◆ Provide a schedule for monitoring and evaluating the effectiveness of any changes resulting from the diagnosis of IAQ conditions.~~

Recordkeeping:

- ~~15. Copies of the IAQ report and any supporting documentation (i.e. interview notes, working papers, incident reports, test logs etc.) will be maintained in the School Inspector's office with copies in the building principal's office and school nurses office. IAQ investigations will be discussed and tracked through the existing Safety Committee information management process.~~

Legal Reference:

- Connecticut General Statutes
- 10-220 Duties of boards of education
- 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
- PA 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023
- PA 23-167 An Act Concerning Transparency in Education

Personnel - Certified

Evaluation

Coaches

There shall be an annual evaluation of all coaches, to be conducted by the athletic director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education.

It is the responsibility of all administrators, coaches and other professional staff members to recognize that the district schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the appraisal process.

An integral part of this process is self-appraisal. The self and administrative appraisals include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

When the Superintendent or her/his designee terminates or non-renews the employment of a coach from their coaching position who has held the same coaching position for three (3) or more years, notice shall be given to the affected coach within ninety (90) days of the completion of the applicable sport season. . The coach may request a written statement from the Superintendent or her/his designee specifying the reason(s) for the termination or non-renewal. . A responsive statement shall be provided within thirty (30) days of the request. Any decision to terminate or non-renew a coach's employment may be appealed by the coach pursuant to the terms of any applicable collective bargaining agreement, Otherwise, a coach not covered by an applicable collective bargaining agreement may request a meeting with the Superintendent or her/his designee to discuss the reasons given for termination or non-renewal.

The Superintendent or her/his designee may terminate the employment of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or District, or because a sport has been cancelled by the Board.

Legal Reference: Connecticut General Statutes

[10-149](#) Qualifications for coaches of intramural and interscholastic athletic coaches (as amended by P.A. 13-41)

[10-151b](#) Evaluation by superintendent of certain educational personnel

[10-220a](#) In-service training

[10-222e](#) Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

P.A. 02-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted: [presented to policy committee 2/29/24]

High School Graduation Exit Criteria**High School Graduation Exit Criteria for *Graduating Classes of 2023 through 2026***

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements:

Graduation Requirements 25 credits	
9.0	Humanities (including civics and the arts)
9.0	STEM (Science, Technology, Engineering and Mathematics)
1.0	Foreign Language
1.0	Physical Education and Wellness
1.0	Health and Safety Education
1.0	Mastery-Based Diploma Assessment
3.0	Open Electives

A student must earn six (6) Carnegie units to be promoted to the 10th grade.

A student must earn twelve (12) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn eighteen (18) Carnegie units to be promoted to the 12th grade.

Twenty-five (25) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. *Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.*

Students will only be eligible for promotion at the end of the academic school year and at the conclusion of summer school.

Carnegie Units	Meeting Times	C.U.'s Earned
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	.8 c.u.
½ year courses	5 periods/per week	.5 c.u.
½ year courses	4 periods/per week	.4 c.u.

Graduation from Waterbury Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

High School Graduation Exit Criteria for *Graduating Classes of 2027 and each graduating class thereafter*.

To complete the graduation requirements and receive a high school diploma from the City of Waterbury Public Schools, a student must meet the following requirements:

Graduation Requirements 25 credits	
9.0	Humanities (including civics and the arts)
9.0	STEM (Science, Technology, Engineering and Mathematics)
1.0	Foreign Language
1.0	Physical Education and Wellness
1.0	Health and Safety Education
1.0	Mastery-Based Diploma Assessment
0.5	Personal Financial Management and Financial Literacy
2.5	Open Electives

A student must earn six (6) Carnegie units to be promoted to the 10th grade.

A student must earn twelve (12) Carnegie units and have completed the 10th grade to be promoted to the 11th grade.

A student must earn eighteen (18) Carnegie units to be promoted to the 12th grade.

Twenty-five (25) Carnegie Units are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. *Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.*

Students will only be eligible for promotion at the end of the academic school year and at the conclusion of summer school.

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½ year courses	4 periods/per week	.4 c.u.

Graduation from Waterbury Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

High School Graduation Exit Criteria, continued

It is expected that the administration of each campus will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Board of Education shall award a high school diploma to any person who (1) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941 to December 31, 1946, inclusive, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Commencing with the graduating class of 2023 (beginning with the incoming class of (2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and (6) a one credit mastery-based diploma assessment.

Commencing with the graduating class of 2027 (beginning with the incoming class of (2023-2024) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages; and (6) a one credit mastery-based diploma assessment; and (7) one-half credit in Personal Financial Management and Financial Literacy.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state

High School Graduation Exit Criteria, continued

system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter.

**The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.*

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four. All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established.

The Board shall require the Superintendent to create a Student Success Plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such Student Success Plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

High School Graduation Exit Criteria, continued

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Transfer and Home School Students

For students who transfer to Waterbury Public Schools from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with the District's High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements.

After enrolling in the District, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal or his/her designee. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended a Waterbury Public School High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

Students Receiving Special Education Services

Students who successfully meet the District's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination as determined, by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an

High School Graduation Exit Criteria, continued

Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Participation in Graduation Ceremony

A student must complete all Board of Education requirements for a high school diploma to participate in graduation exercises.

(NOTE: Graduating Class is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. For example, if a student started as a freshman in 2019/2020 then their expected graduating class would be 2023.)

(cf. 5121 - Examination/Grading/Rating)

(cf. 5126 - Academic Recognition)

(cf. 6146.1 - Grading and Reporting System)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6111 - School Calendar)

(cf. 6146.12 - Dual Enrollment and Early College)

(cf. 6146.13 - Multiple Pathways)

Legal Reference: Connecticut General Statutes

10-5 State high school diploma" "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-

215)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation and P.A. 16-4(SS), section 310), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements, PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy) and P.A. 19-58, An Act Promoting Careers in Manufacturing to Public School Students)

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation

P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

P.A 23-21 An Act Concerning Financial Literacy Instruction

School Visitors Policy

The Waterbury Board of Education and staff welcome and strongly encourage parents/guardians, members of the community, and other interested persons to visit the schools. It is imperative to insure a safe and appropriate learning environment for our students.

The Superintendent of Schools shall establish regulations to:

1. Encourage school visitations.
2. Provide for appropriate hospitality for visitors.
3. Set forth District procedures and to require visitors and school personnel to follow those procedures.
4. Ensure that such visits will enhance educational programs and ensure student safety.

All school visitors shall register in the Main Office and may be accompanied by staff throughout their visit. Staff members should be alert for unauthorized visitors and report their presence to the Principal immediately should there be concerns about whether visitors may be unauthorized visitors.

Parents and community members are welcome to attend interscholastic athletic events and school sponsored student presentations or plays as well as any other Waterbury Board of Education sanctioned programs. However, it is the responsibility of the visitor to remain in the area of the activity and not to move about the building where classes or maintenance activities may be disrupted.

Any person who does not adhere to Board policies and procedures that pertain to school visitation, or is without appropriate reason or responsibility for student supervision, may be considered loitering on school grounds. A person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building, or grounds, without a reason or relationship involving custody of, or responsibility for, a student or any other license or privilege to be there.

Legal Reference:

Connecticut General Statutes Section 53a-185: Loitering on school grounds, Class C misdemeanor

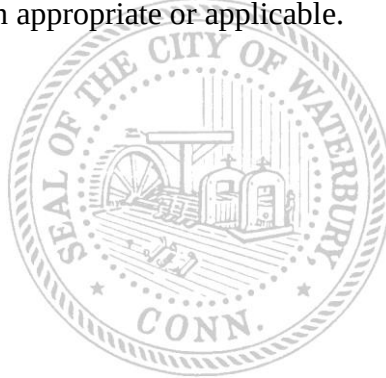
School Visitors Regulations

Waterbury Public Schools, in an effort to encourage visitors to its schools while at the same time maintaining the students' and staffs' safety, privacy and security, and minimizing disruptions to educational programming, sets forth the following procedure to be followed for school visitors.

1. Any visitor who is not a District or City employee on official business, a State or Federal employee on official business, Board of Education Commissioner, or a student enrolled in the school, will be termed a "visitor" under Board Policy and is subject to the procedures set forth below. A visitor does not include those who attend a scheduled activity open to the general public.
2. Any visitor, as defined above, who wishes to visit a school building, and /or observe any student program, must obtain prior approval from the principal or other designated administrator, at least twenty-four (24) hours prior to the visit. Requests to observe a class shall be granted, unless such request(s) would be disruptive to the educational process.
3. All visitors must directly report to the Main Office upon arrival, provide identification which will be kept by school staff during the visit (along with a photocopy to be kept in the student's cumulative file), and sign in where designated. Identification will be issued to the visitor which must be displayed at all times during the visit.
4. All visitors must provide to the principal or duly authorized administrator the reason for their visit, where the visit will take place and the anticipated length of the visit. Visitor meetings must take place in an administrative area designated by the principal or his/her designee unless otherwise agreed to by the principal or duly authorized administrator.
5. In the discretion of the principal or duly authorized administrator, any visitor may be required to submit to a background check and a sexual offender registry check in order to gain access into the school.
6. An escort for the visitor may be required by the principal or duly authorized administrator.
7. No visitor, except a law enforcement officer duly authorized by the Waterbury Police Department, and/or designated under State Statute 53a-217b (as amended by P.A. 16-55) is allowed to bring a weapon of any kind into any school in the District or on school grounds. Legal ref: 53a-217b Possession of a weapon on school grounds: Class D felony (as amended by P.A. 16-55).
8. In order to safeguard student privacy rights, no videotaping, photography or use of recording devices or electronic equipment including phones, is allowed by the visitor during the visit unless prior permission is given by the Superintendent and appropriate prior written consent of the student is obtained.
9. Visitors must follow all school rules and administrative directives and minimize disruptions of the school's learning environment. Visitors must not disturb the students, teachers or interrupt classes in any way.

School Visitors Regulations, continued

10. If a Visitor fails to abide by these procedures, school rules and administrative directives, the visitor will be asked to leave the premises or be subject to referral to the authorities and possibly precluded from future visits in the discretion of the principal or duly authorized administrator.
11. Visitors are on notice that they are subject to whatever surveillance exists at the school during their school visit.
12. An unauthorized visitor shall be guilty of loitering on school grounds when he/she loiters, or remains in or about a school building or grounds, without a reason or relationship involving the custody of, or responsibility for, a student, or for any other authorized activity, license, or privilege to be there.
13. The administration is authorized to file a trespassing complaint with the Waterbury Police Department, when appropriate or applicable.



Legal Reference:

Connecticut General Statutes

53a-185 loitering in or about school grounds, Class C misdemeanor 7-148c7 (F)

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by P.A. 16-55)

P.A.16-55 An Act Concerning Recommendations by the Department of Motor Vehicles Regarding Hazardous Materials, Car Dealers, Student Transportation Vehicle Operators, Diversion Programs and Motor Vehicle Inspectors.

Carrie Swain

From: elizabeth brown <lynnrb1935@gmail.com>
Sent: Tuesday, January 30, 2024 10:54 AM
To: Carrie Swain; Dr. Verna D. Ruffin
Subject: FW: CABA Policy Highlights 1-29-2024 Corrected Copy

EXTERNAL MAIL- Think before you Click. More than 90% of successful cyber attacks start with a phishing email. This email originated from outside the District.

Hi, I'd like to discuss this at our policy committee, thanks
Sent from [Mail](#) for Windows

From: [Theresa DeMars](#)
Sent: Monday, January 29, 2024 2:33 PM
To: lynnrb1935@gmail.com
Subject: CABA Policy Highlights 1-29-2024 Corrected Copy



CABA Policy Highlights

Jody I. Goeler, Senior Staff Associate for Policy Service

This is a corrected copy of the Policy Highlights. A link was inadvertently omitted in the previous emailed copy.

The topic for the January 29, 2024 issue of the CABA Policy Highlights is **Increasing Educator Diversity**. A link is included in this Highlights to Policy/Regulation 4111.3. We have also included a link to Policy/Regulation /Forms 5131.911 **Connecticut School Climate**.

Please take the time to read through this informative issue of the Policy Highlights.

Please click this link to download the PDF version of this Policy Highlights

Connecticut Association of Boards of Education
81 Wolcott Hill Road
Wethersfield, Connecticut 06109
Phone 860-571-7446 Fax 860-571-7452



Connecticut Association of Boards of Education

Jody I Goeler, Senior Staff Associate for Policy Service

PRESENTS POLICY HIGHLIGHTS

January 29, 2024

Increasing Educator Diversity

Setting the context on why increasing educator diversity matters, CSDE's Chief Talent Officer, Dr. Shuana Tucker cited the following excerpt from A Guidebook for Hiring and Selection (Warner and Duncan, 2019):

All students benefit from the talents of teachers from a variety of different backgrounds, races, and ethnic groups who have high expectations of them, treat them humanely and equitably, are culturally responsive, and are willing and able to view students and families as assets. Additionally, students of color benefit from having teachers from their own racial and ethnic group who can serve as successful role models, have the potential to possess a greater knowledge of their heritage and culture, and who tend to have higher academic expectations of them. Yet, the diversity gap between teachers and students continues to exist.

In alignment with the Connecticut Board of Education's strategic goal to increase educator diversity and the State Department of Education's continuing work to support district efforts in this critical area, the General Assembly acted in two important ways directed at this initiative: Connecticut legislators allocated financial resources to CSDE initiatives, such as "Educators Rising" mini-grants to help districts establish grow your own programs at the secondary level and the "Aspiring Diverse Educators Scholarship" for students of color majoring in education in the amount of \$10,000.00 annually for a total of \$40,000.00 over a four year period.

Public Act 23-167, §10 requires boards of education to submit an Increasing Educator Diversity Plan to the Connecticut State Department of Education on or before March 15, 2024. According to the SDE's FAQ document, the department sees its role as "proactive, not punitive," and will provide outreach to districts struggling to meet the deadline. In addition, requests for an extension of time or revision must be submitted in writing before the due date. Additional frequently asked questions and their responses can be found through this link: https://portal.ct.gov/-/media/SDE/Talent_Office/IED/IED_FAQ.pdf

Boards of Education are not required to have a policy for increasing educator diversity. However, CABE has developed a model policy and regulations to support boards of education and superintendents as they delve into this multifaceted and critical work. The policy speaks to the board's commitment and recognition that there will need to be a sustainable effort to close the gap between the increasing diversity of our students and the current under-representation among the educator workforce. This policy/regulation 4111.3 can be found by [clicking this link](#).

The regulations provide a broad overview of the important elements of successful planning. Perhaps more importantly, they include important links to excellent resources for the teams developing these plans and leading the work forward.

Challenging Behavior Reporting Form

At a recent meeting, the SEL Collaborative unveiled its uniform Challenging Behavior Reporting Form. Developed to align with the new School Climate Policy ([link](#)). The form is available for students, parents/guardians, and school employees to report any alleged challenging behavior incidents.

“Challenging Behavior,” as defined in the School Climate Policy, is behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee. In addition, this form should also be used to report alleged bullying incidents defined as unwanted and aggressive behavior among children in grades kindergarten to twelve and/or involving a real or perceived power imbalance.

It’s important to note that this form, as stated below the title, is not required by law or policy but is instead meant to serve as a model providing guidelines that districts may adapt and/or adopt.

[Click here to access the policy/regulation/form in PDF format.](#)

Notice of the Availability of Mediation Public Act 23-137 (Section 45)

On Friday, January 25th, CSDE Special Education Division Director, Bryan Klimkiewicz posted a memo following up on recently passed legislation, Public Act 23-137 §45 (An Act Concerning Resources and Support Services for Persons with an Intellectual or Developmental Disability). The memo states, “As a result of this legislation, effective immediately, all districts must read aloud and distribute the following notice of availability of mediation services at PPT meetings:

The procedural safeguards explain student and parent rights under IDEA and identify dispute-resolution options, including the right to voluntarily engage in mediation.

The memo provides a link to a “plain language resource explaining the mediation process as required by Section 45 of Public Act 23-137.

The link to the memo can be found here:

https://portal.ct.gov/-/media/SDE/Digest/2023-24/CSDE-Memo---Availability-of-Mediation-PA-23-137.pdf?utm_campaign=School%20Law&utm_medium=email&hsmi=291591860&hsenc=p2ANqtz-Mfy1H3pF-ZLIMB9xDefDumfehHgPbUmyjQ6SbjW0sYhpYlJQ8pKduYDy6H1529h6mkIHcqZ-QyRIvGegsOb3VjTXbgA&utm_content=291591860&utm_source=hs_email

A sample policy to consider.

Personnel -- Certified

Increasing Educator Diversity

The _____ Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before March 15, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, and data collection.

The Board directs the Superintendent to draft regulations referencing resources available on CSDE's Talent Office Homepage.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes
 10-4a (3) Educational interests of state identified.
 10-151 Employment of teachers. Notice and hearing on termination of contract.
 10-153 Discrimination on account of marital status.
 10-220(a) Duties of Boards of Education. (as amended by PA 18-34)
 46a-60 Discriminatory employment practices prohibited.
 PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.
 PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.
 PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.
 PA 21-2 June Special Session, Sections 378 & 379.
 PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted:
cps 1/24

A sample regulation to consider.

Personnel -- Certified

Increasing Educator Diversity

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The materials provided by the CSDE will assist districts in developing comprehensive and sustainable plans to support efforts for diversifying their educator workforce. The following suggestions are referenced in detail in these documents and are meant to provide a broad overview:

1. Convene a team passionate about this work, bringing diverse backgrounds and experiences, having the credibility to lead this work, and devote the time necessary to engage in preplanning and planning activities.
2. Utilize CSDE resources, such as EdSight, to examine your district's data and demographics.
3. Utilize the Toolkit to create an action plan.
4. Utilize the Toolkit to assist your team in creating a Shared Vision, a Theory of Action, SMART Goals, and a Problem Statement and performing a Root Cause Analysis. These tasks and their desirable outcomes are clearly explained and will assist your team's plan development.
5. Use the coaching webinars for training purposes to build your team's capacity to lead this work.
6. While your team's functionality is critical for sustaining your district's efforts up to and beyond the plan submission stage, having one person in the district responsible for recruiting and prioritizing diversity hiring is also identified as a key to reaching your goals.
7. In addition to approving the Plan, the Board's support is critical in ensuring it provides the resources necessary for the plan's development, communicates the plan's importance to the community, and provides time in its meetings for updates.

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Increasing Educator Diversity (continued)

Through its Talent Office portal, the Connecticut State Department of Education provides various resources designed to support districts in preparing their Increasing Educator Diversity Plans.

Connecticut State Department of Education's Talent Office Page:
https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page

Materials including:

Webinars are provided to provide districts with an overview of the work required in creating planning teams, plan development and dissemination, and training.

Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection is a comprehensive guide divided into three parts:

1. Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection;
2. The Brookside Story: A Process Scenario designed to illustrate what district and school leaders in a fictitious district are thinking and doing to address the goal of building a more diverse teacher and administrator workforce;
3. Culturally Responsive Hiring Strategies Guidance Resource: A Companion to the Culturally Responsive Hiring Self-Assessment Tool.

Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: A Toolkit for District & School Leaders provides practical suggestions for getting started with preplanning tasks, developing an action plan, and ongoing progress monitoring. **Of great importance, this Toolkit includes the Increasing Educator Diversity Plan Template. While not required, the SDE materials strongly suggest using this template for plan submission.**

An 80-minute training module is provided to help school leaders in hiring professionals, identify implicit bias in the hiring and selection process, and help create a plan for recruiting and retaining educators of color. Recent legislation passed by the General Assembly required that the diversity training module be provided to all school district personnel responsible for hiring teachers to examine implicit bias's pervasive role in discriminatory hiring practices and the disproportionate distribution of teachers of color in the educator workforce.

Personnel -- Certified

Increasing Educator Diversity (continued)

The Video Contents and Agenda include:

1. [Welcome from CSDE Chief Talent Officer Dr. Shuana Tucker](#)
2. [Introduction](#)
 - a. Quiz 1: [True or False: Myths and Misconceptions About Teacher Diversity](#)
3. [Core Dispositions](#)
4. [Equity](#) and [Systemic Racism](#)
5. [Why Educator Diversity Matters](#)
6. [Core Tensions](#)
 - a. Quiz 2: [Core Tensions](#)
7. [Implicit Bias and Bias-Based Beliefs](#)
 - a. Activity: [Reflect on Bias-Based Beliefs](#)
8. [Responding to Microaggressions](#)
9. [CSDE Resources for Creating and Sustaining Educator Diversity Efforts](#)
10. [Closing](#)

You can find more information about creating a plan on the CSDE's website, including:

- [Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection](#)
- [Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: Toolkit for District & School Leaders](#)

https://portal.ct.gov/SDE/Talent_Office/Workforce-Diversity/Diversity-Training-Guide-for-Hiring-Recruiting-Diverse-Educators

The CSDE requires that the district's Increasing Educator Diversity Plan Template **must use the fillable Increasing Educator Diversity Plan Template, below, to create and submit your increasing educator diversity plan.**

Personnel -- Certified

Increasing Educator Diversity (continued)

		IMPORTANT NOTES:	1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission. 2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024
			
COVER PAGE			
District:			
Vision:			
Theory of Action			
Team Lead:			
Team Members:			

Email questions about increasing educator diversity plans to: SDE.IEDPlans@ct.gov

1. To upload your increasing educator diversity plan by March 15, 2024 use the link below to access the Increasing Educator Diversity Plan Submission

Portal: https://sde.ct.gov/qualtrics.com/jfe/form/SV_0IJ4GfNUJNNuuaO

2. [FAQs, Plan Template, EdSight Educator Diversity Dashboard and Reports](#)

<https://portal.ct.gov/->

[/media/SDE/Talent_Office/IED/Increasing_Educator_Diversity_Plan_Fillable_Template.xlsx](/media/SDE/Talent_Office/IED/Increasing_Educator_Diversity_Plan_Fillable_Template.xlsx)

Regulation approved:

cps 1/24

Connecticut School Climate Policy

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

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

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

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

December 2023

¹ Chapter 170 – Boards of Education (ct.gov)

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

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

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

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

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

The _____ District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“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 other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“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.
10. **“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.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, 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 school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

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

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

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

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

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

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

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

The school climate committee shall consist of:

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

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

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

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

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

Training

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

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

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

Funding

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

Accountability

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

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

cps 11/23

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

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

Instructions

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

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

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

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

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

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

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

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

Where did the incident occur? _____

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other _____

Approximate date of incident (if known): _____

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

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

Please describe what happened?

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

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

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

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

Date form submitted: _____

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

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

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

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

Investigation Form

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

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

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

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

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

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

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

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

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

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?
YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

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

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

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

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

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

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

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

Response Process(es) Notification Form

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

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

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

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

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

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

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

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

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