

**POLICY SUB-COMMITTEE MEETING**

**Special Meeting**

**Griswold Board of Education**

**Superintendent's Office**

**211 Slater Avenue**

**Griswold, CT 06351**

**THURSDAY,  
November 7<sup>th</sup> 2024  
5:00 PM**

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1. Call to Order
2. Approval of the minutes—October 8<sup>th</sup>, 2024
3. Review, Discussion, and Possible Action on New Policy 3171.1—Business and Non-Instructional Operations—Non-Lapsing Fund (Non-Regional School Districts)
4. Review, Discussion, and Possible Action on New Policy 5144.12—Students—Challenging Behavior Prevention: Restorative Practices
5. Review, Discussion, and Possible Action on New Regulation 5144.12—Students—Challenging Behavior Prevention: Restorative Practices
6. Review, Discussion, and Possible Action to Revise Policy 6172—Instruction—Alternative Education Program
7. Review, Discussion, and Possible Action to Revise Bylaw 9311 Formulation, Adoption, and Amendments of Policies
8. Review, Discussion, and Possible Action to Revise Bylaw 9130 Committees
9. Next Meeting: Tuesday, December 10<sup>th</sup>, 2024
10. Adjourn

**POLICY SUB-COMMITTEE MEETING  
GRISWOLD BOARD OF EDUCATION**

**TUESDAY,  
OCTOBER 8<sup>TH</sup>, 2024**

**DRAFT**

1. A regular meeting of the Griswold Board of Education’s Policy Subcommittee took place on Tuesday, October 8<sup>th</sup>, 2024, at Griswold Middle School, Superintendent’s office, 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 5:00 PM by Yvonne Palasky, Chair of the Policy Subcommittee.

**PRESENT** Yvonne Palasky, GPS Policy Subcommittee Chair; Mary Beth Malin and Jaimee O’Neill-Eaton, GPS Policy Subcommittee Members.

**ALSO PRESENT** Sean McKenna, GPS Superintendent of Schools.

**ABSENT**

**MOTION** By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To add Agenda Item 9B: Review, Discussion, and Possible Action to Approve New Policy 3520.13—Business and Non Instructional Operations—Data Based Information and Management Systems/Student Data Protection and Privacy/Cloud-Based Issues.  
Motion unanimously carried.

2. Approval of the Regular Meeting Minutes—September 10<sup>th</sup>, 2024

**MOTION** By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To approve the regular meeting minutes of September 10<sup>th</sup>, 2024, as presented.  
Motion unanimously carried.

3. Review, Discussion, and Possible Action on New Policy 3171.1—Business and Non-Instructional Operations—Non-Lapsing Fund (Non-Regional School Districts)

**MOTION** By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To table this new policy and bring forward to the next Policy meeting for discussion.  
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Revise Bylaw 9324—Advance Delivery of Meeting Materials

**MOTION** By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin

To bring forward revised Bylaw 9324 – Advanced Delivery of Meeting Materials, to the full Board of Education.  
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Revise Policy 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting

**MOTION**

By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To bring forward revised policy 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting, to the full Board of Education.  
Motion unanimously carried.

6. Review, Discussion, and Possible Action to Revise Regulation 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting

**MOTION**

By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To move forward revised Regulation 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting, to the full Board of Education.  
Motion unanimously carried.

7. Review, Discussion, and Possible Action to Approve New Policy 3542.31 Business/Non-Instructional Operations—Free or Reduced Price Lunches—Participation in the National School Lunch Program

**MOTION**

By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To move forward new policy, 3542.31 Business/Non-Instructional Operations—Free or Reduced Price Lunches—Participation in the National School Lunch Program, to the full Board of Education.  
Motion unanimously carried.

8. Review, Discussion, and Possible Action to Approve New Policy 3516.11 Business/Non-Instructional Operations—Hazardous Materials Communication

**MOTION**

By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To move forward new policy 3516.11 Business/Non-Instructional Operations—Hazardous Materials Communication, to the full Board of Education.  
Motion unanimously carried.

9. Review, Discussion, and Possible Action to Approve New Policy 3326.3—Business/Non Instructional Operations—Board of Education Credit Card

**MOTION**

By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To move forward new policy 3326.3 – Business/Non Instructional Operations, Board of Education Credit Card, to the full Board of Education.  
Motion unanimously carried.

9B: Review, Discussion, and Possible Action to Approve New Policy 3520.13—Business and Non Instructional Operations—Data Based Information and Management Systems/Student Data Protection and Privacy/Cloud-Based Issues

**MOTION**

By Mary Beth Malin  
Seconded by Jaimee O’Neill-Eaton  
To move forward new policy 3520.13—Business and Non Instructional Operations—Data Based Information and Management Systems/Student Data Protection and Privacy/Cloud-Based Issues, to the full Board of Education.  
Motion unanimously carried.

10. Review, Discussion, and Possible Action to Revise Bylaw 9311 Formulation, Adoption, and Amendments of Policies

**MOTION**

By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To table this revised Bylaw 9311 and bring back to the next Policy meeting for discussion.  
Motion unanimously carried.

11. Review, Discussion, and Possible Action to Revise Bylaw 9130 Committees

**MOTION**

By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To table this revised Bylaw 9130 and bring back to the next Policy meeting for discussion.  
Motion unanimously carried.

12. Next Meeting: Tuesday, November 12<sup>th</sup>, 2024 – The Policy subcommittee will hold their next regular meeting on Tuesday, November 12<sup>th</sup>, 2024 at 5 PM.

13. Adjourn

**MOTION**

By Jaimee O’Neill-Eaton  
Seconded by Mary Beth Malin  
To adjourn the regular Policy meeting at 5:52 PM.  
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

# NON-LAPSING ACCOUNT/EDUCATION FUND

(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)

## **\*2024 Legislative Update Impacting Board of Education Non-Lapsing Account/Education Fund**

Prior to the passage of Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth, Section 7 state law (Connecticut General Statutes §10-248a) allowed a town board of finance (or the board of selectmen in a town with no board of finance, or the authority otherwise making budget appropriations for the school district) to deposit unexpended funds from the education budget into a non-lapsing account.

Beginning with the **2023-2024 fiscal year**, Section 7 of Public Act 24-45 will allow the local board of education to make this deposit. Current restrictions in the law will continue to apply: 1) the deposited amount cannot exceed 2% of the prior fiscal year's education budget; 2) any expenditures from this account are only made for educational purposes; and 3) any expenditure must be authorized by the town's board of education. However, this new provision will allow local boards of education to decide how much, if any, to place into such an account (up to the 2% cap) or create one if one does not exist. Previously, local boards of education were reliant upon the willingness of a town's fiscal authority to create such an account (and then make any deposits into it), and often, a town's fiscal authority would refrain from doing so, since any unexpended monies would otherwise revert back to the town at the end of the fiscal year.

## **Regional Boards of Education: Authority to Use Reserve Funds for any Educational Purpose**

Prior to the same Act, Section 8, state law (Connecticut General Statutes §10-51(d)(2) allowed regional boards of education to create reserve funds for "capital and non-recurring expenditures," to be financed by appropriated funds and year end surplus operating (budget) funds. **Beginning with the 2023-2024 fiscal year**, Section 8 of Public Act 24-45 will allow *regional boards of education* to create (and expend monies from) these funds for *any "educational expenditure,"* not just capital projects/improvements and equipment purchases. The Act renames the account "**the reserve fund for educational expenditures**" instead of the former "reserve fund for capital and nonrecurring expenditures." The other current restrictions for these reserve funds will remain in effect (for example, that such accounts be created by a majority vote of the regional board of education's members, the aggregate amount of annual appropriations and supplemental appropriations from the surplus by the regional district to the fund cannot exceed 2% of the annual district budget for the fiscal year). However, this revision provides an additional tool for regional school districts to consider when determining what to do with any surplus, and whether to 1) reduce the budget assessments to their member towns for the next year, or 2) use the surplus for educational purposes in the future via a deposit into a reserve fund.

## **Policy Implications**

A revision to policy, #3171.1, taking into consideration 2024's Public Act 24-45, Section 7, "Non-Lapsing Education Fund," and Section 8 "Reserve Fund for Educational Expenditures" follows for consideration. This is considered an optional policy for inclusion in a district's policy manual.

A "Memorandum of Agreement" between the board of education and the board of finance is no longer required.

*April 2015*

*Revised July 2019*

*Revised July 2024*

*An optional policy to consider.*

## **Business and Non-Instructional Operations**

### **Non-Lapsing Education Fund (Non-Regional School Districts)**

The \_\_\_\_\_ Board of Education (Board) may request the town's Board of Finance deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year pursuant to C.G.S. 10-248a.

Any expenditure from the Non-Lapsing Education Fund shall be authorized solely by the Board of Education. Each expenditure from such account shall be made only for educational purposes and under the following conditions:

- (1) such deposited amount does not exceed two percent (2%) of the total budgeted appropriation for education for such prior fiscal year;
- (2) each expenditure from such account shall be made only for educational purposes; and
- (3) each such expenditure shall be authorized by the \_\_\_\_\_ Board of Education.

The Board of Finance Education shall create the non-lapsing account and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Accounting Principles (GAAP). The account shall be subject to the annual audit as required by State statute. The Board of Education shall review the fund balance on an annual basis.

### **Reserve Fund for ~~Capital and Nonrecurring~~ Educational Expenditures (Regional School Districts)**

The Regional Board of Education (Board), by a majority vote of its members, may create a reserve fund for ~~capital and nonrecurring~~ educational expenditures. Such fund shall be termed "reserve fund for ~~capital and nonrecurring~~ educational expenditures." The aggregate amount of annual and supplemental appropriations by a district to such fund shall not exceed two percent (2%) of the annual district budget for such fiscal year.

Annual appropriations to such fund shall be included in the share of net expenses to be paid by each member town. Supplemental appropriations to such fund may be made from estimated fiscal year end surplus in operating funds. Interest and investment earnings received with respect to amounts held in the fund shall be credited to such fund.

The Board shall annually submit a complete and detailed report of the condition of such fund to the member towns. Upon the recommendation and approval by the Board, any part or the whole of such fund may be used for ~~capital and nonrecurring~~ educational expenditures ~~but such use shall be restricted to the funding of all or part of the planning, construction, reconstruction or acquisition of any specific capital improvement or the acquisition of any specific item of equipment.~~

## Business and Non-Instructional Operations

### Non-Lapsing Education Fund (Non-Regional School Districts) (continued)

Such fund may be discontinued, after the recommendation and approval by the Board, and any amounts held in the fund shall be transferred to the general fund of the District.

Legal Reference: Connecticut General Statutes

10-51 (d) (2) Fiscal year. Budget. Payments by member towns; adjustments to payments. Investment of funds. Temporary borrowing. Reserve funds. (as amended by PA 21-2, JSS, Section 363)

10-222 Appropriations and budget

10-248a Unexpended education funds account (as amended by PA 19-117, Section 285)

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth (Sections 7-8)

Policy adopted:

cps 4/15  
rev 7/19  
rev 10/21  
rev 7/24



*A model policy to consider. (Required policy July 2025)*

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response**

#### **Introduction**

Related to all matters of student discipline, the Griswold Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Griswold Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Griswold Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

## Students

### **Challenging Behavior Prevention: Restorative Practices Response** (continued)

Restorative approaches recognized the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

### **The four main goals of Restorative Practices Response are:**

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

### **Definitions**

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

**Restorative Practices** mean 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.

## Students

### Challenging Behavior Prevention: Restorative Practices Response

#### Definitions (continued)

“**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.

“**Evidenced-Based Practices**” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“**School Climate**” means the quality and character of 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, organizational structures within the school community.

“**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.

“**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.

“**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.

“**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.

#### Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response**

#### **Purpose (continued)**

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

#### **General Principles**

1. A positive school climate is best accomplished by preventing challenging before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

## Students

### Challenging Behavior Prevention: Restorative Practices Response

#### General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

#### General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the 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 reengaging any disengaged students, educators, and families of students in the school community.
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.

## Students

### Challenging Behavior Prevention: Restorative Practices Response

#### General Policy Guidelines (continued)

4. The school community creates a school environment 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.
  - a. Practicing early identification and assessment of struggling students;
  - b. Using a problem solving/collaborative process to provide interventions matched to student needs;
  - c. Ensuring timely progress monitoring and feedback; and
  - d. Delivering scientific research based interventions

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.52 – Harassment)

## Students

### Challenging Behavior Prevention: Restorative Practices Response

Legal Reference: Connecticut General Statutes  
4-177 through 4-180. Contested Cases. Notice. Record, as amended.  
10-233a through 10-233f Suspension, removal and expulsion of students,  
as periodically amended.  
21a-240(9) Definitions.  
53a-3 Definitions.  
GOALS 2000: Educate America Act, Pub. L. 103-227.  
18 U.S.C. 921 Definitions  
Title III - Amendments to the Individuals with Disabilities Act Sec. 314  
Elementary and Secondary Schools Act of 1968, as amended by the Gun  
Free Schools Act of 1994  
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997  
P.L. 108-446 Individuals with Disabilities Education Improvement Act of  
2004  
*State v. Hardy*, 896 A.2d 755, 278 Conn 113 (2006)  
Public Act 23-167, Section 74, An Act Concerning Transparency in  
Education

Policy adopted:

cps 4/24



*An administrative regulation to consider/modify to fit the local learning community.*

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response**

The following procedures are developed for the implementation of Board policy #5144.12. These procedures are designed to be consistent with the general purpose and principles outlined in the aforementioned policy, as well as consistent with federal and state statutes and regulations.

The District and staff are committed to establishing positive learning environments that ensure that all students have access to a quality education. The District recognizes that a key aspect of maintaining a healthy and safe environment is establishing ~~order~~ and maintaining positive and constructive behavior in our schools. This goal can only be achieved through the cooperative efforts of our school personnel, students, parents, guardians, and our community.

### **School Discipline Administration**

1. Staff training will be provided as needed to ensure that the ~~disciplinary program~~ Restorative Practices in each school are effective and that relevant policies and procedures are equitably applied. Such training will include, but not limited to, strategies and approaches related to Restorative Practices and its theoretical framework.
2. School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age or disability.
3. Challenging behavior related to students receiving special education and tiered intervention supports shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and Board policy.
4. The District believes that developing strong relationships with families is the first step in establishing safe and healthy schools. School staff members are encouraged to contact parents early in the school year to proactively establish positive school-home communication and throughout the school year to share student successes and challenges, and develop plans to help students have access to a quality education. The District Schools will work with the building administration to educate the school community as needed.
5. The District is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. The staff will engage in restorative practices that enhance school climate and develop a system for addressing challenging behavior that promotes equity. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement. The District will collect discipline data and periodically review the data, including referrals and disciplinary action.

## Students

### Challenging Behavior Prevention: Restorative Practices Response

#### School Discipline Administration (continued)

##### School-Level Rules

In developing school-level rules of behavior, the school shall solicit the participation, views, and feedback of at least one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. For middle, junior high and high schools, students enrolled in the school

The “rules” shall be consistent with law, Board of Education (Board) policy, and District administrative regulations. The development of the rules shall be informed by school-level challenging behavior data as described in policy #5144.12.

The school shall also solicit participants’ views on whether school-level and District-level standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times.

##### Interventions

**General:** Effective school responses related to challenging behavior shall promote interventions that refrain from interrupting a student’s education to the extent possible. Schools should minimize the use of suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with federal and state statutes, regulations and Board policies.

**Reasonable Responses to Challenging Behavior Consequences:** Responses should be reasonable, fair, age-appropriate, and match the severity of the student’s misbehavior, and through restorative practice consider the impact on the victim and/or community. Restorative practices that include meaningful instruction and guidance offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in ~~getting~~ having the student re-engage in learning.

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response (continued)**

#### **Relevant Considerations For Determining Restorative Practices**

1. Age, health and special education status of the student.
2. Appropriateness of student's academic placement.
3. Student's prior conduct and record of challenging behavior.
4. Student's attitude.
5. Student's willingness to repair the harm.
6. Seriousness of the offense and the degree of harm caused.
7. Impact of the incident on overall school community.
8. The availability of prevention programs that are designed to address challenging behavior should also be considered prior to determining a restorative practices response.

**Interventions/Alternative Means of Correction:** When challenging behavior occurs, schools shall investigate the circumstances and gather facts that will help determine appropriate interventions and a restorative response for that student, with emphasis on correcting student misbehavior through school-based resources. Responses to challenging behavior should provide students an opportunity to learn from their mistakes, and reengage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community.

Each school is responsible for incorporating a restorative response framework into its planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive approaches to challenging behavior focused on maximizing student achievement, reducing such behaviors and avoiding loss of instructional time through the use of tiered interventions. That intervention framework shall integrate a Restorative Practices framework.

Referral of students from the classroom environment for challenging behaviors should be avoided. The District expects that alternatives to suspension and restorative practices shall be utilized prior to referring a student out of the classroom. The District expects that alternatives will be undertaken within the classroom except where suspension for specific offenses is required by statute and Board policy or where it can be documented that the challenging behavior imposes a clear danger to others.

There are three types of intervention strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic.

1. **Administrative Strategies** are statutorily, or policy required interventions responding "to" the offender. These include removal from the classroom, detention, suspension, and expulsion.

## Students

### Challenging Behavior Prevention: Restorative Practices Response (continued)

#### Interventions/Alternative Means of Correction (continued)

2. **Restorative Strategies** coordinate with Connecticut’s School Climate Policy as they are problem solving interventions responding “with” the offender. They are driven by an opportunity to restoration for the harm caused as much as possible and focus on the harm caused and how it will be repaired. A successful restorative practice response strategy may utilize interventions with allied agencies and professionals. An assessment of the incident/conduct will be completed and a determination will be made by the school or district whether a face-to-face meeting with all parties is appropriate. Examples may include:
  - a. Family group conferencing
  - b. Victim-offender mediation
  - c. Classroom mediation circles
  - d. Reparation of harm
3. **Therapeutic/Resource Strategies** are ~~done~~ responses “by” the offender and require intrinsic motivational behavior change. Such interventions include:
  - a. Mental health counseling
  - b. Anger management classes
  - c. Informal mentoring and behavior coaching

Teachers and administrators should intentionally utilize various types of strategies, or multiple strategies simultaneously, to ~~deal with~~ address and correct challenging behavior, especially for multiple offenses.

Consider adopting a District Restorative Practices Response statement and model with a common framework, definitions, and procedures. This statement and model should be widely displayed and available to all members of the school community.

Considerations for adopting a District Restorative Practices Response Model:

1. The degree to which the model is easily integrated with the District’s Discipline policy;
2. The degree to which the model receives buy-in from the staff and school community;
3. The degree to which the model can be consistently and reliably implemented;
4. The degree to which adherence to the model is supported by research and yields positive results.

A statement and model can be designed in a manner similar to the following example:

#### Restorative Justice in Griswold Public Schools

The Board considers Restorative Practices Response as a set of principles and practices used to build community, respond to harm/conflict, and provide individual circles of support for students in District schools. By building, maintaining, and restoring relationships between members of the entire school community, the District strives to create an environment where all students can thrive. The Restorative Justice approach to school discipline is to be implemented through a 3-tier, school-wide model.

## Students

### Challenging Behavior Prevention: Restorative Practices Response (continued)

#### Interventions/Alternative Means of Correction (continued)

##### Tier 1: Community Building (Prevention/Relate)

Tier I is characterized by the use of social emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

##### Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive response to harm/conflict such as harm circles, mediation, or family group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

##### Tier 3: Supported Re-entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

### Classroom-based Strategies to Reduce Challenging Behaviors

Classroom-based strategies include, but are not limited to:

1. Explicit re-teaching of behavioral expectations;
2. Separating students;
3. Phone call to parent;
4. Keeping students after class;
5. Restorative conference with student(s) or class;
6. Creation of a positive behavior contract;
7. Conference with student;
8. Conference with parent and the student.

### School-based Strategies to Reduce Challenging Behaviors

Students who exhibit a pattern of challenging behaviors should be provided more intensive support through a system of tiered interventions. Parents should be notified if there is an escalating pattern of challenging behavior that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to:

1. A conference between school staff and the student and his/her parents/guardians.
2. Referral to a school counselor or other school support service personnel for case management and counseling.

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response**

#### **School-based Strategies** (continued)

3. Referral for drug or alcohol counseling.
4. Convening of a Student Study Team (SST) or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, or Applied Behavior Analysis including for purposes of creating a behavior plan, an individualized education program or a Section 504 plan.
6. Enrollment in a program for building anger management skills.
7. Continue to encourage participation in a restorative justice program
8. A positive behavior support approach with tiered interventions that occur during the school day on campus.
9. After-school programs that address identified challenging behaviors or expose students to constructive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

#### **Detention After School**

Students may be detained for disciplinary reasons (up to one hour) after the close of the school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certified employee during the period of detention.

#### **Community Service**

For consideration with a restorative practices response strategy, the Board, Superintendent, Principal, or Principal's designee may, at his/her discretion, allow for a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response** (continued)

#### **Referrals**

The Board supports the adoption of the SRBI framework to facilitate a systems approach for positive, pro-social behavior management. The District expects teachers to attempt SRBI tiered interventions prior to making a referral out of the classroom whenever possible.

When a referral out of the classroom is made, the principal or his/her designee must ensure that staff making the referral completed the following:

1. Teacher completed a written referral notification/form;
2. Principal or his/her designee reviewed the referral form and, if warranted, assigned appropriate consequences;
3. The Principal or his/her designee or teacher contacted the student's parents/guardians and notified them of any consequences;
4. The Principal or his/her designee investigated the reasons for the student's conduct;
5. The Principal or his/her designee recorded the classroom interventions and referral in the District's database.

#### **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or his/her designee shall notify parents/guardians about the availability of district rules and procedures related to discipline student behaviors and school climate.

The Superintendent or his/her designee shall also provide written notice of behavior rules to transfer students at the time of their enrollment in the District.

Parent programs will be provided related to how the school integrates Restorative Practices Response in the student discipline/behavior management system.

#### **Annual Review/Discipline Committees**

Both individual schools and the district will evaluate and monitor the effectiveness of the school behavior plan using school disciplinary data disaggregated by race, ethnicity and gender of student. This will allow schools and the district to identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

In consideration with the Connecticut Positive School Climate Policy, schools will review student discipline data.

## **Students**

### **Challenging Behavior Prevention: Restorative Practices Response** (continued)

#### **Annual Review/Discipline Committees** (continued)

The review will include the following:

1. Intervention and prevention strategies.
2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
3. Differences in referrals among staff members.
4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
5. Review of Restorative Practices and their impact on student discipline and climate.

Based on the review, schools will make changes consistent with the intent of this and other related policies.

Schools are encouraged to establish a discipline committee including school personnel, parents and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.



## **Instruction**

### **Alternative Education Programs**

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the District. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)



*A new policy to consider. Boards of education that have approved an alternative program are mandated to have a policy on this topic.*

## **Instruction**

### **Alternative Education Programs**

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

**“Alternative education”** means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, “*School Choice*,” adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the “Guidelines for Alternative Education Settings,” established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

## Instruction

### Alternative Education Programs (continued)

*Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.*

The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending new alternative education programs to inform the Board. A new alternative education program, subject to Board approval, must have a transparent and defined purpose, including a description of the students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

## **Instruction**

### **Alternative Education Programs (continued)**

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

## Instruction

### Alternative Education Programs

Legal Reference	Connecticut General Statutes
	10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)
	10-15 Towns to maintain schools.
	10-16 Length of school year.
	10-158a Cooperative arrangements among towns. School building projects. Student transportation.
	10-220 Duties of boards of education (as amended by PA 15-133)
	10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)
	PA 15-133 An Act Concerning Alternative Education
	Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.
	<b>Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9</b>

Policy adopted:

cps 11/15  
rev 4/17  
rev 9/24



## **Bylaws of the Board**

### **Formulation, Adoption, Amendment of Policies**

The Griswold Board of Education considers policy development its chief function, along with appraisal of the result achieved through its policies. It is through the development and adoption of written policies that the Board shall exercise its leadership in the operation of the school system; it is through study and evaluation of reports concerning the execution of its written policies that the Board shall exercise its control over school operations.

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

Written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the district schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. Thus policy development is an ongoing process.

### **Policy Draft Writer**

The Superintendent or designee shall be responsible for recasting Board consensus about policy recommendations into acceptable written form for further deliberation and/or action by the Board.

### **Attorney Involvement In Policy Development**

The Superintendent, as the policy draft writer for the Board, shall seek the advice of counsel when, in the Superintendent's opinion or the Board's, there may be a question of legality or proper legal procedure in the development of a proposed policy.

In the development of policies, the Board will delegate the Superintendent the responsibility of seeking the advice and counsel of appropriate personnel.

The purpose of this provision is that the Board may gain the most complete and reliable information possible on which to base decisions.

### **Policy Adoption**

Adoption of new policies or changing existing policies is solely the responsibility of the Board.

Policies will, barring extenuating circumstances, be adopted or amended after consideration at two meetings of the Board of Education. The time between Board meetings shall permit further study and also give an opportunity to interested parties to react; however, approval may be granted by the Board to meet extenuating circumstances or special events.

The agenda and minutes shall be marked to indicate policy matters. The formal adoption of policies shall be by majority vote of present members of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

### **Policy Dissemination**

The Superintendent is directed to establish and maintain an orderly plan for making pertinent policies of the Board known to staff members, students, and others affected by them.

The Superintendent shall arrange to disseminate to staff members all new policies that affect them and their work and shall also provide easy accessibility to an up-to-date policy collection for all employees of the school system and members of the Board.

The Board's policy manual shall be considered a public record and shall be open for inspection at the Board offices. The Board's policy manual is available on the district web site, and upon request, printed copies are available at the district's central office.

Reference: Robert's Rules of Order, Revised

**Bylaw adopted by the Board: May 28, 2013**

**Bylaw revised by the Board: June 10, 2019**

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut

*OTHER SAMPLES*

## **Bylaws of the Board**

### **Formulation, Adoption, Amendment of Policies**

Policy proposals and suggested amendments to, deletions of, or revisions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regularly scheduled Board of Education meeting in which such proposed policies, amendments or revisions thereof shall be read and discussed. Policies that deal with matters of an emergency may be introduced at any regular or special Board meeting.

Policies will, unless by vote of two-thirds of the members present of the Board of Education, be adopted or amended after consideration at two regular meetings of the Board of Education. The agenda and minutes shall be marked to indicate policy matters.

The formal adoption of policies shall be by two-thirds vote of all members present of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

**Alternate Language:** The format adoption or deletion of policies and the adoption of policy changes shall be by majority vote of all members of the Board, and the action shall be recorded in the minutes of the Board of Education.

**Additional Language to Consider:** Policies that affect students shall become effective at the beginning of the next school year following adoption unless the policy provides otherwise.

Reference: Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

rev 11/20

*Sample bylaw to consider.*

## **Bylaws of the Board**

### **Formulation, Adoption, Amendment of Policies**

The \_\_\_\_\_ Board of Education considers policy development its chief function, along with appraisal of the result achieved through its policies. It is through the development and adoption of written policies that the Board shall exercise its leadership in the operation of the school system; it is through study and evaluation of reports concerning the execution of its written policies that the Board shall exercise its control over school operations.

It is the intent of the Board to develop policies and put them in writing so that they serve as guidelines and goals for the successful and efficient functioning of the public schools.

Written policies serve as guides for the discretionary action of those to whom it delegates authority and as a source of information and guidance for all persons who are interested in, and affected by, the district schools.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. Thus policy development is an ongoing process.

### **Policy Draft Writer**

The Superintendent or designee shall be responsible for recasting Board consensus about policy recommendations into acceptable written form for further deliberation and/or action by the Board.

### **Attorney Involvement in Policy Development**

The Superintendent, as the policy draft writer for the Board, shall seek the advice of counsel when, in the Superintendent's opinion or the Board's, there may be a question of legality or proper legal procedure in the development of a proposed policy.

In the development of policies, the Board will delegate the Superintendent the responsibility of seeking the advice and counsel of appropriate personnel.

The purpose of this provision is that the Board may gain the most complete and reliable information possible on which to base decisions.

### **Policy Adoption**

Adoption of new policies or changing existing policies is solely the responsibility of the Board.

## **Bylaws of the Board**

### **Formulation, Adoption, Amendment of Policies**

#### **Policy Adoption** (continued)

Policies will, except for emergency situations, be adopted or amended after consideration at two meetings of the Board of Education. The time between Board meetings shall permit further study and also give an opportunity to interested parties to react, however, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

The agenda and minutes shall be marked to indicate policy matters. The formal adoption of policies shall be by majority vote of present members of the Board of Education and the action shall be recorded in the minutes of the Board of Education. Only those written statements so adopted and so recorded shall be regarded as official policy.

Policies that deal with matters of an emergency nature may be introduced at any regular or special Board meeting.

#### **Policy Dissemination**

The Superintendent is directed to establish and maintain an orderly plan for making pertinent policies of the Board known to staff members, students, and others affected by them.

The Superintendent shall arrange to disseminate to staff members all new policies that affect them and their work and shall also provide easy accessibility to an up-to-date policy collection for all employees of the school system and members of the Board.

The Board's policy manual shall be considered a public record and shall be open for inspection at the Board offices.

Reference: Robert's Rules of Order, Revised

Bylaw adopted by the Board:

rev 11/20

*Another version of this bylaw.*

## **Bylaws of the Board**

### **Policies**

#### **Introduction**

Board of Education policies translate beliefs and desires of elected officials into action through the Superintendent of Schools and the school staff. Except for specific meeting decisions, policies are a Boards' best means of shaping district education through specifying in Board policy "what will be done." The Superintendent's administrative regulations provide the administrative "how it will be done" to accompany Board of Education policies

Policies also make it clear, at least by implication, that Superintendents are expected to follow the direction of the entire Board as it is expressed through its policies. On a daily basis, Board policies, except for bylaws, are primarily for the guidance of the Superintendent of Schools and his/her staff. It is, however, the Board's responsibility to ensure the Superintendent uses policies in making decisions; it is, similarly, the Superintendent's responsibility to insist that both policies and their amplifying regulations are followed by everyone in the school system.

#### **Organization and Contents of Policy Manuals**

Policy manuals contain three basic types of entries — Board of Education policies, Superintendent of Schools regulations, and Board of Education bylaws:

1. Policies are guides for discretionary action by the Superintendent of Schools and staff; not all policies require administrative regulations;
2. Regulations are the Superintendent's amplifications of Board policies into specific staff actions; not all administrative regulations require policies;
3. Bylaws are rules governing Boards of Education's internal operations.

#### **Development of Board Policies**

The development of sound educational policies is one of the primary duties of the Board of Education. Policies serve to promote democratic and responsive school governance and constitute a major method by which the Board exercises its leadership. Policies are guides for discretionary administrative action by the Superintendent of Schools and his/her staff. Policy development and revision should follow these principles:

1. Policies and regulations shall be given high priorities by the Board and by the Superintendent of Schools;
2. Many people at different levels shall be given opportunities to participate in development and review of policies and regulations;

## Bylaws of the Board

### Policies

#### Development of Board Policies (continued)

3. Procedures for development and revision of policies and regulations shall be clear and well understood; participants shall know their roles and authority; lines of communication shall be observed;
4. Use of policies and regulations as guides to action shall be stressed at all organizational levels, and policy or regulatory violations shall not be overlooked or condoned;
5. Policy and regulatory effectiveness shall be monitored regularly by the Board of Education, the Superintendent of Schools, and by other staff members;
6. Board members and administrators shall guard against intrinsic problems of policies and regulations. (*rigidity and inflexibility, bureaucratic or insensitive administration of policy, etc.*)

Anyone may propose a new policy or policy changes — members of the community, the staff, students, Superintendent, or Board members. Proposed new policies and policy changes from staff shall be forwarded to the Superintendent for presentation to the Board. Although the Board encourages and welcomes community, staff and student involvement, only the Board may establish policy.

The Superintendent is encouraged to submit written recommendations for new policies and for revision of existing policies as necessary for the effective operation of the public schools.

Approved policies shall be in writing and coded according to the policy codification system approved by the Board, and made part of the official policy manual maintained by the Superintendent. Policy manuals and copies of new and changed policies shall be distributed to all members of the Board of Education and school administrators, and shall be made available to the staff, students, and general public.

#### Adoption and/or Amendment of Board of Education Policies

Procedure for the adoption of a new policy or the amendment of existing policy shall be:

1. Upon referral to the policy committee, the committee will develop a statement of policy or change of existing policy based on the following:
  - a. Suggestions and requests from Board members;
  - b. Recommendations from the Superintendent of Schools;

## Bylaws of the Board

### Policies

#### Adoption and/or Amendment of Board of Education Policies (continued)

- c. Statutory requirements;
  - d. Citizen input.
2. The policy committee shall present a policy statement, or revised policy statement, with its recommendations to the Board at a regular Board meeting. No action shall be taken at this presentation meeting.
  3. The Board shall act on proposed policies at regular meetings of the Board at which time amendments to the policy proposals may be made and the policies approved if the changes are not a departure from the essence of the policy proposal; if the proposed changes are major, a policy should be brought back for a second review at the next regular meeting with a further recommendation from the Board's policy committee. Proposed policy changes approved by majority vote of the Board shall take immediate effect.
  4. For proposed policy statements, new or revised, because of changes or additions to Connecticut General Statutes or State Board of Education Regulations, approval may be given at the initial presentation.

Formal adoption of policies and/or amendments of policies shall be recorded in the minutes of the Board meeting. Only those written statements so adopted and recorded shall be regarded as official policies.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies, and procedures.

Bylaw adopted by the Board:



*Sample bylaw.*

## **Bylaws of the Board**

### **Committees**

Committees of the \_\_\_\_\_ Board of Education shall be established at the first regularly scheduled meeting in December, or as needed, by a majority vote of the Board.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its Chairperson at each regular meeting of the Board of Education. Each committee shall make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

The Board of Education shall act as a committee of the whole in final consideration of all matters.

### **Record Keeping**

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

(cf. 9131 – Committee of the Whole)

(cf. 9132 - Standing Committees)

(cf. 9133 - Special/Advisory Committees)

Legal Reference:        Connecticut General Statutes  
                                 1-200 through 1-241 of the Freedom of Information Act.  
                                 1-200 Definitions.  
                                 1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99  
rev. 1/06

*OTHER SAMPLES*

## **Bylaws of the Board**

### **Committees**

In order to expedite smooth functioning, the Board authorizes the establishment of such standing and/or temporary committees as it finds necessary to study operations in specific areas and to make recommendations for Board policy and action.

The following procedures will govern the appointment and function of such committees:

1. Standing committees and their chairpersons shall be appointed biennially by the Board Chairperson at the first regular meeting following the organizational meeting. The Board has authorized the following standing committees: curriculum, finance, personnel, planning, public information, policy, transportation, liaison, legislative;
2. The Board Chairperson shall be an ex officio member of all standing committees;
3. The Chairperson of the Board of Education shall appoint temporary and special committees as may be deemed necessary or advisable by the Board of Education, and the Chairperson shall be an ex officio member of each committee; and
4. The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board whether in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to Board of Education members.

Legal Reference:       Connecticut General Statutes  
                              1-200 through 1-241 Freedom of Information Act  
                              1-200 Definitions  
                              1-225 Meetings of government agencies to be public

Bylaw adopted by the Board:

*Sample bylaw.*

## **Bylaws of the Board**

### **Committees**

Committees of the \_\_\_\_\_ Board of Education shall be established at the first regularly scheduled meeting in December, or as needed, by a majority vote of the Board.

Duties of each committee shall be determined as a committee is formed.

Each committee may make a report through its Chairperson at each regular meeting of the Board of Education. Each committee shall make its annual report at the meeting **prior to** the first regularly scheduled meeting in December.

No committee shall have power other than to recommend to the Board of Education unless specially authorized. No committee, or member of a committee, is authorized to make any contract or enter into any agreement which involves the expenditure of money, unless such contract or agreement is authorized by the Board either in regular or special meeting.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

The Board of Education shall act as a committee of the whole in final consideration of all matters.

### **Record Keeping**

All committees shall keep minutes of business conducted at meetings. The minutes will be kept on file in the Superintendent's office and available at all times to the Board of Education members. The minutes shall include the names of the committee members in attendance, listing of topics discussed and committee recommendations.

(cf. 9131 – Committee of the Whole)

(cf. 9132 - Standing Committees)

(cf. 9133 - Special/Advisory Committees)

Legal Reference: Connecticut General Statutes  
1-200 through 1-241 of the Freedom of Information Act.  
1-200 Definitions.  
1-225 Meetings of government agencies to be public.

Bylaw adopted by the Board:

cps 4/99  
rev. 1/06