AGENDA – Wednesday, October 14, 2026

~~~REVISED 10.13.26~~~

REGIONAL SCHOOL DISTRICT NO. 7
BOARD OF EDUCATION
6:00 p.m.
Newbury Library Media Center

Regional School District No. 7 Board of Education Mission Statement:

We believe the public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society, and act as responsible citizens.

1.0 CALL TO ORDER

2.0 PUBLIC PORTION

3.0 APPROVAL OF MINUTES

3.1 September 9, 2026, Regular BOE Meeting Minutes

4.0 REPORTS

4.1 Student Representative Reports- Landon Nadeau, Mia Doyle
4.2 Strategic Plan Quarterly Report- R. Cornelius, G. Franklin, S. LePage
4.3 Principals' Report - R. Cornelius, G. Franklin
4.4 Superintendent's Report – S. LePage
4.5 Director of Finance and Operations – J. Gaskins

5.0 OLD BUSINESS

5.1 Updates
5.2 2nd Reading and Possible Action of Policies (4000) below:

a.	Title IX (Personal Certified, Non-Certified Students (4000.1, 4200.1, 5145.44)	4000.1
b.	Drug and Alcohol Testing for School Bus Drivers	4212.42
c.	Drug Free Workplace (4118.232, 4218.231)	4118.232
d.	Evaluation Supervision	4115
e.	Family and Medical Leave Act	4152
f.	Fingerprinting and Criminal Justice Information Services (4112.5, 4212.5)	4112.5
g.	Minority Recruitment	4111.3
h.	Nondiscrimination	4118.11
i.	Recruitment and Selection (4111.1, 4211.1)	4111.1
j.	Substitute Teachers	4121

6.0 NEW BUSINESS

6.1 Discussion/Action:
a. Discussion/Action: Revision of Policy #3511, Compliance with 504 Regulations, previously tabled 9/9/26, to correct and update information for accuracy. Request for a second reading and approve as revised.
b. Discussion/Action: Appendix C Policy #5144.1, Protective Measures Procedures, previously approved 7/7/2026, to update information. Request to approve the revised Appendix C, Policy #5144.1, as presented.

6.2 Review and Approval of BOE Transfers – 7/1/2026- 9/30/2026
6.3 Discussion and Possible Action: Approval of Bond Counsel

7.0 CORRESPONDENCE

8.0 OPPORTUNITY FOR THE PUBLIC TO SPEAK ON AGENDA ITEMS

9.0 ADJOURNMENT
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Enclosures: September 9, 2026, BOE Minutes

BOE Policies for 2nd Reading and Possible Action:

a.	Title IX (Personnel- Certified, Non-Certified, Students (4000.1, 4200.1, 5145.44)	4000.1
b.	Drug and Alcohol Testing for School Bus Drivers	4212.42
c.	Drug-Free Workplace (4118.232, 4218.231)	4118.232
d.	Evaluation Supervision	4115
e.	Family and Medical Leave Act	4152
f.	Fingerprinting and Criminal Justice Information Services (4112.5, 4212.5)	4112.5
g.	Minority Recruitment	4111.3
h.	Nondiscrimination	4118.11
i.	Recruitment and Selection (4111.1, 4211.1)	4111.1
j.	Substitute Teachers	4121

Policy 3511 Business and Non-Instrumental Operations Compliance with 504 Regulation (tabled 9/9/26) to correct and update information for accuracy. Request for a second reading and approve as revised.

Appendix C, Policy 5144.1, Protective Measures Procedures, approved 7/7/2026, is presented with updates. Request to approve the revised Appendix C, Policy 5144.1, as presented.

BOE Transfers 7/1/2026-9/30/2026

Next Meeting:

October 28, 2026	@ 6:00 p.m. - Newbury Library Media Center
November 11, 2026	@ 6:00 p.m. - Newbury Library Media Center
November 25, 2026	@ 6:00 p.m. - Newbury Library Media Center

Members of the public are also welcome to submit comments through publicinput@nwr7.org. These emails will be included during the Public Comment portion of the meeting. Thank you.

MEETING MINUTES

REGIONAL SCHOOL DISTRICT NO.7
Newbury Library Media Center
Board of Education Regular Meeting
September 9th, 2026- 6:00pm.
DRAFT

PRESENT: Chair Ms. Molly Sexton Read (B), Vice Chair Mr. Rob Jerram (NH), Ms. Terri Kenneson (C), Ms. Kim Crone (N), Ms. Lisa Fragale (C), Ms. Mimi Duran (B), Secretary / Treasurer, Mr. Noel Gauthier (NH), Director of Finance & Operations, Mr. James Gaskins, High School Principal Mr. Gary Franklin, Middle School Principal Mr. Ryan Cornelius, Student Representatives Mia Doyle and Landon Nadeau, and Superintendent Steven K. LePage.
Absent: Ms. Deb Bell (N).

1.0 Call to Order

Ms. Sexton Read called the meeting to order at 6:02pm.

2.0 Public Portion

None.

3.0 Approval of Minutes

3.1 August 19, 2026, Regular BOE Meeting Minutes

MOTION by Noel Gauthier, seconded by, Kim Crone, to **APPROVE** the August 19, 2026, Regular Board of Education meeting minutes, as presented. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale. **NAY:** None. **ABSTAIN:** Ms. Duran. **MOTION PASSED.**.

4.0 Reports

4.1 Student Representative Reports

- **Landon Nadeau & Mia Doyle:**
  - **School Climate & Transition:** Students are setting high goals and settling well into the new academic year. Observed a positive shift in student culture and strong, approachable support from teachers.
  - **Policy Enforcement:** Noted positive impact from strict, consistent cell phone enforcement in hallways and classrooms. Highlighted beneficial classroom instruction regarding responsible AI use.
  - **Athletics & Activities:** Fall sports are underway (Soccer, Cross Country, etc.). Senior privileges, courtyard ping-pong, class shirts, and officer elections are active.
  - **Upcoming Events:** New Hartford Night for the band, Student Council blanket sale fundraisers, and Read Across America and Haunted Hallway prep.

4.2 Principals' Report

- **Mr. R. Cornelius (Middle School):**
  - Smooth transition for 120 incoming 7th-grade students.
  - Successful Open House held on September 8th with strong family participation.
  - Upcoming internet safety and cybercrime parent/student presentation led by Scott Driscoll on September 18th.

- **Mr. G. Franklin (High School):**
  - Smooth start to the high school year following early-day assemblies covering AI guidelines, student conduct, and mutual respect.
  - Junior Board Member selection process concluded; Landon Nadeau selected to join Mia Doyle.
  - Administration and department chairs are developing a synchronized, transparent master activity and field trip calendar to manage instructional time effectively.
  - High School Open House scheduled for September 11, 2026 (6:30 PM – 8:30 PM).

4.3 Superintendent's Report

- **Superintendent S. LePage:**
  - **Regional Curriculum Alignment Proposal:** Met with EdAdvance (Lisa Bowden and team), regional superintendents, board chairs, and administrative leadership regarding a multi-year regional curriculum alignment initiative starting with K–12 Mathematics.The estimated cost for the curriculum work done by Ed Advance would be $40,000–$45,000 annually, with Northwestern's proportional share estimated at ~50–55% (~$22,000). Remaining costs distributed among elementary feeder districts. The next regional consensus meeting will be scheduled for October.
  - **Facility & Environment Enhancement:** Updates from the Hallway Committee. Recent aesthetic work includes clearing clutter, removing damaged posters/gridwork, brightening the main foyer, adding targeted bulletin boards, and prepping permanent branding/Vision of a Graduate graphics with Sign Pro.

  - **Facilities Audit:** As predicted the major items are the school roof, the roof HVAC systems, the Vo-Ag Green house, the ongoing retaining wall project, and window glazing. The Board is aware of these and is already in the process of coordinating the roof to be done.

4.4 Director of Finance and Operations

- **J. Gaskins:** Brief operational and facility status updates provided regarding summer capital completions and district account preparation for the fiscal year.

5.0 Old Business

5.1 Updates

- Continuation of Policy updating and First review of next batch.

5.2 2nd Reading and Action on Policies

The Board reviewed the following policies for second reading and formal action:

MOTION by Kim Crone, seconded by Lisa Fragale to **APPROVE** Policy #0100 Mission

Statement. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #0521 Nondiscrimination, as amended. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3231 Medical Reimbursement for Special Education Students. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **TABLE** Policy #3511 Compliance with 504 Regulations. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **RESCIND** Policy #3516.2 Operations of School during Covid-19 Pandemic. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3520.13 Data-Based Information Management System. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3524.1 Pesticide Application and Integrated Pest Management (Replacing current Policies #3524.1 and #1322). **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3541.5 Transportation Safety Complaints (Replacing Policy #3549.9). **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

MOTION by Kim Crone, seconded by Lisa Fragale, to **APPROVE** Policy #3542 Free and Reduced Priced Meals. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

Note: Policy 0525.1 (*Grievance Procedure for Section 504, Title IX, Title VII*) was formally removed from the 2nd reading per Superintendent LePage's communication on August 20, 2026.

6.0 New Business

6.1 1st Reading on Policies (4000 Series)

- First reading presented for updates to the **4000 Series (Personnel Policies)**. No official voting took place; policies will move to a second reading at the next regularly scheduled meeting.

MOTION by Terri Kenneson, seconded by Noel Gauthier, to **CANCEL** the September 23, 2026, Regular Board of Education meeting. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

7.0 Correspondence

None.

8.0 Opportunity for Public to Speak on Agenda Items

None.

9.0 Adjournment

MOTION by Noel Gauthier, seconded by Kim Crone, to **ADJOURN** at 7:25 pm. **AYE:** Ms. Sexton Read, Mr. Jerram, Mr. Gauthier, Ms. Kenneson, Ms. Crone, Ms. Fragale, Ms. Duran. **NAY:** None. **ABSTAIN:** None. **MOTION PASSED.**

On January 9, 2025, a federal district court in Kentucky ruled that the 2024 Title IX Regulations "are invalid and must be set aside." In response, the U.S. Department of Education's Office for Civil Rights (OCR) issued guidance indicating, "Consistent with the court's order, the 2024 Title IX regulations are not effective in any jurisdiction." Districts are advised to discontinue the use of policies and regulations that follow the 2024 Title IX Regulations and resume using policies and regulations that were in place under the 2020 Regulations. In the absence of additional guidance from OCR, districts should consult with their legal teams to assist through this transition and perhaps future changes.

Personnel - Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

The Northwestern Regional District No. 7 Board of Education (the "Board") prohibits any form of sex discrimination or sexual harassment in the Board's educational programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates, and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations, which will include Grievance Procedures implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the "Administrative Regulations").

Sex discrimination occurs when an employer refuses to hire, disciplines, or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's

sex. Sex discrimination also occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual harassment under Title VII and Connecticut law means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Reporting Sex Discrimination or Sexual Harassment

It is the policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process established in the Administrative Regulations. All complaints are to be responded to in a prompt and equitable manner.

Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee with a complaint about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Northwestern Regional District No. 7 Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website.

The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is Gary Franklin, Northwestern High School Principal. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one or multiple of the following points of contact:

OFFICE ADDRESS: 100 Battaistoni Drive, Winsted, CT 06098

ELECTRONIC MAIL ADDRESS: gfranklin@nwr7.org

TELEPHONE NUMBER: (860) 379-1084

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Legal References: Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR §106, et seq.

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

Conn. Gen. Stat. §46a-54 Commission powers Connecticut

Conn. Gen. Stat. §46a-60 Discriminatory employment practices prohibited.

Conn. Gen. Stat. §46a-81c Sexual orientation discrimination: Employment

Conn. Gen. Stat. §10-153 Discrimination on the basis of sex, gender identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through §46a-54-207

Policy adopted:

Reviewed 1-25

4000.1
4200.1
5145.5

The grievance procedures in these regulations are legally required.

Personnel - Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

The Northwestern Regional District No. 7 Board of Education (the "Board") prohibits any form of sex discrimination or sexual harassment in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation.

Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. It is the policy of the Board to maintain a working environment free from harassment, insults, or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile, or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Sexual harassment under Title VII and Connecticut law means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel):

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;

2. Unwelcome attention of a sexual nature, such as degrading, suggestive, or lewd remarks or noises;

3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;

4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;

5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Notice of The Title IX Coordinator

The District's Title IX Coordinator is Gary Franklin, Northwestern High School Principal. Any individual may make a report of sex discrimination and/or sexual harassment to any District employee or directly to the Title IX Coordinator using any one or multiple of the following points of contact:

OFFICE ADDRESS: 100 Battaistoni Drive, Winsted, CT 06098

ELECTRONIC MAIL ADDRESS: gfranklin@nwr7.org

TELEPHONE NUMBER: (860) 379-1084

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX, Title VII and Connecticut law with respect to sexual harassment and/or sex discrimination and is an

available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX, Title VII and Connecticut law grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

Explanation of Complaint Process and Procedure

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems:

- a grievance process for complaints of sex discrimination involving allegations of sexual harassment; and
- grievance procedures for complaints of sex discrimination that are not sexual harassment.

Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has a made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by FERPA.

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.

- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as "affirmative consent").

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.

B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.

C. It is the responsibility of each person engaging in sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.

D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:

(i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or

(ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.

- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the

Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

• **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

• **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

• **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.

• **School days** means the days that school is in session as designated on the calendar posted on the Board's website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as "school days" if such designation facilitates the prompt resolution of the grievance process.

• **Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute

sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a person in the District's education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.

2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in these Administrative Regulations shall preclude the District from placing an employee respondent on administrative leave during the pendency of the grievance process. Further, nothing in these Administrative Regulations shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90)

school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.

4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:

i. The identities of the parties involved in the incident, if known;

ii. The conduct allegedly constituting sexual harassment as defined above;

iii. The date and the location of the alleged incident, if known;

iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and

vi. A statement of any provision in the District's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.

6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness) written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.

9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.

10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or

determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.

12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.

13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Section.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties. Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue. Nothing in this section precludes an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution. An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigator(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX, 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing a complainant notifies the Title IX Coordinator in writing that 1) the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or

3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Title VII or Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.

2. If a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), to ensure that any such investigation complies with the requirements of policies regarding non-discrimination. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor

any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

4. The District will maintain for a period of seven (7) years records of:

i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;

ii. Any appeal and the result therefrom;

iii. Any informal resolution and the result therefrom; and

iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

A. Definitions

• **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.

• **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a person in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Title VII or Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as an employee feels that the employee has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Title VII or Connecticut law), the employee should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The employee will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the employee's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

2. The complaint should state the:

i. Name of the complainant;

ii. Date of the complaint;

iii. Date(s) of the alleged discrimination;

iv. Name(s) of the discriminator(s);

v. Location where such discrimination occurred;

vi. Names of any witness(es) to the discrimination;

vii. Detailed statement of the circumstances constituting the alleged discrimination; and

viii. Remedy requested.

3. Any employee who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure.

4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent.

5. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

6. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against an employee, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

7. Any employee who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the employee requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the employee insists that this information not be shared with the alleged discriminator(s), the employee will be informed that the District's ability to investigate and/or take corrective action may be limited.

8. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:

i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;

ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;

iv. conduct an investigation that is adequate, reliable and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

v. consider whether alleged sex discrimination has created a hostile work environment, including consideration of the effects of off-campus conduct on the school;

vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and, if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and

vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.

9. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

10. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator's or designee's written report,

the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: (617) 289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

Copies of these Administrative Regulations will be distributed to all employees.

Regulation approved:

Reviewed: 1-25

4000.1
Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape - (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy - Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault with an Object - To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling - The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest - Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape - Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

5145.44
4000.1/4200.1
Appendix B

Sample Formal Complaint Form (Title IX Sexual Harassment)

Instructions for filling out this form: If you believe that you have been the victim of sexual harassment, please fill out this form, sign where indicated below, and submit it by hand delivery, electronic mail, or U.S. mail using the contact information listed for the Title IX Coordinator for Students at #5145.44 or the contact information listed for the Title IX Coordinator for Employees at #4000.1.

This formal complaint form is intended for use by the alleged victim of Title IX sexual harassment (referred to in Title IX Regulations as the "complainant"). Under Title IX and the Family Educational Rights and Privacy Act (FERPA), a parent or legal guardian may sign a complaint form and otherwise act on behalf of a minor in the formal complaint process.

If you are not filling this form out as a parent or guardian and you intend to report sexual harassment against another person in the District's education program or activities, please report your concerns to the District's Title IX Coordinator so that the District can take further action. **Under federal law, only an alleged victim of sexual harassment who is currently participating or attempting to participate in the District's education program or activity**

(such as an enrolled student, an employee, or an applicant for employment or admission) has the right to use the formal complaint process to initiate an investigation. The District will process all formal complaints in accordance with policy and grievance procedure 4000.1/5145.44.

Please print or type when completing this form:

Name of complainant: _____

Address: _____

Telephone number: _____

Email address: _____

Is the complainant participating in or attempting to participate in a District education program or activity? (See instructions.)

[ ] Yes

[ ] No

If you are a parent or guardian filling this form out on behalf of a minor complainant, please provide your contact information below.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

You have the right to be represented by an advisor during the complaint process. The advisor may be, but does not have to be, an attorney. If you will be represented by an attorney or other advisor in presenting your complaint, please identify the person and provide the contact information below. If unknown at this time, you may provide this information at a later time.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Please list any additional individuals that you intend to bring with you to any meetings or interviews associated with this complaint and provide their contact information below. You may add additional pages or provide this information at a later time.

Name: _____

Address: _____

Telephone number: _____

Email address: _____

Please describe the facts and circumstances of the alleged sexual harassment causing this complaint. (Give specific, factual details. Attach additional sheets if necessary and indicate below how many additional pages will be attached to ensure complete receipt of your complaint.)

_____

_____

_____

_____

In a Title IX formal complaint process, the person who is alleged to have committed the sexual harassment is called the "respondent." Please provide the name(s) of the person or people you allege to be the respondent(s) responsible for the alleged sexual harassment. If applicable, please include the person's title or position:

_____

When and where did the alleged sexual harassment occur? Please provide specific dates, times, and locations, if possible.

_____

Please explain how the alleged sexual harassment has impacted you. This could include physical injuries as well as impacts on your ability to access or benefit from the District's education program or activities.

_____

_____

Please provide the names and contact information of anyone who may have witnessed the alleged conduct.

_____

_____

If you have reported these allegations to another person, please state to whom you reported the alleged sexual harassment and provide their contact information (if known).

_____

_____

Title IX does not require complainants to attempt to resolve complaints of sexual harassment informally before filing a formal complaint. Nonetheless, if you have reported these allegations to a District employee, please state when, to whom, and what response you received.

_____

_____

_____

Please list below any evidence that you believe is relevant to your allegations. This could include audio or visual media, physical objects, online materials, text messages, voicemail messages, screen captures, emails, or any other item you are attaching or intend to make available for the purpose of this complaint. If known, please also identify any information in the District's possession that you believe to be relevant to your allegations and would like the District to review (such as emails or security camera footage).

_____

_____

Please provide any other information that would be helpful for the District in reviewing your allegations.

_____

_____

_____

_____

_____

Please describe the outcome or remedy you seek for this complaint.

_____

_____

_____

Please provide below your physical or digital signature.

Complainant name: _____

Signature of complainant: _____

If complainant is under 18, parent's name:

_____

Signature of parent: _____

Date of filing: _____

If this formal complaint is being signed by the District's Title IX Coordinator instead of a complainant:

Title IX Coordinator Name: _____

Title IX Coordinator Signature: _____

Date of filing: _____

Notice to Complainant: This document is a legal record of the allegations of sexual harassment that you have reported to the District in order to request a formal investigation. Please keep a copy of this completed form and any supporting documentation for your records. Please also review your rights and responsibilities at 4000.1/5145.44, which is attached to this form and also available online at: www.nwr7.org. Any questions or concerns that you may have during this process may be directed to the District's Title IX Coordinator.

If, after reviewing your complaint form, the Title IX Coordinator finds that the allegations are not appropriate for a Title IX sexual harassment formal complaint process but should be investigated by the District under a different policy or procedure, your formal complaint form will be forwarded to the appropriate District personnel in accordance with District policies. You have the right to appeal the dismissal of your formal complaint, as explained in Policy 4000.1/5145.44 and the District's Title IX formal complaint process.

4000.1
Form 1

COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX (PERSONNEL)

This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

_____

Location where such sexual harassment occurred _____

_____

Name(s) of any witness(es) to the sexual harassment _____

_____

Detailed statement of the circumstances constituting the alleged sexual harassment

_____

_____

_____

Remedy requested_____

Signature of Complainant or Title IX Coordinator: _____

4000.1
Form 2

COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX) (PERSONNEL)

This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

_____

Location where such sex discrimination occurred _____

_____

Name(s) of any witness(es) to the sex discrimination _____

_____

Detailed statement of the circumstances constituting the alleged sex discrimination

_____

_____

_____

Remedy requested_____

Signature: _____

4000.1
Notice

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

_____(Complainant(s))

_____ (Respondent(s))

The conduct allegedly constituting sexual harassment: _____

_____

_____

The date and the location of the alleged incident, if known: _____

_____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator: **Gary Franklin, Northwestern High School Principal.**

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but is not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's

Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Any employee who knowingly makes false statements or knowingly submits false information during this grievance process is subject to discipline, up to and including termination. Additionally, it is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy.

A copy of the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) is included with this notice.

4000.1
Notice

NOTICE OF INFORMAL RESOLUTION PROCESS FOR SEXUAL HARASSMENT COMPLAINTS UNDER TITLE IX

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator. The Board has an informal resolution process to promptly and equitably resolve such complaints using mediation. This informal resolution process will only be utilized if both the Complainant and Respondent agree to do so.

The conduct allegedly constituting sexual harassment: _____

_____

_____

If both parties agree to the informal resolution process, it shall preclude the parties from resuming a formal complaint arising out of the same allegations. However, either party may withdraw from the informal resolution process at any time before agreeing to a resolution and resume the grievance process for formal complaints of sexual harassment.

If both parties agree to a resolution, that resolution is binding upon both parties and cannot be changed or appealed.

The District will maintain for a period of seven (7) years records of the informal resolution process and results therefrom.

_____

I voluntarily consent to the informal resolution process:

_____ _____

Complainant Date

_____ _____

Respondent Date

4000.1
Notice

[To be posted in a conspicuous place readily available for viewing by employees and emailed to employees within three months of hire with the subject line "Sexual Harassment Policy" or words of similar import]

SEXUAL HARASSMENT IS ILLEGAL AND IS PROHIBITED BY THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT (Section 46a-60(a)(8) of the Connecticut General Statutes) AND TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 (42 United States Code Section 2000e et seq.)

SEXUAL HARASSMENT MEANS ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

1. SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT;

2. SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR

3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

EXAMPLES OF SEXUAL HARASSMENT INCLUDE:

UNWELCOME SEXUAL ADVANCES

SUGGESTIVE OR LEWD REMARKS

UNWANTED HUGS, TOUCHES, KISSES

REQUESTS FOR SEXUAL FAVORS

RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT

DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

REMEDIES FOR SEXUAL HARASSMENT MAY INCLUDE:

CEASE AND DESIST ORDERS

BACK PAY

COMPENSATORY DAMAGES

PUNITIVE DAMAGES

HIRING, PROMOTION, OR REINSTATEMENT

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and illegal.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO THE TITLE IX COORDINATOR OR SUPERINTENDENT IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT. CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES

NORTHWESTERN REGION OFFICE [REGIONAL OFFICES AND THEIR ADDRESSES CAN BE FOUND ON THE CHRO WEBSITE, HTTP://WWW.STATE.CT.US/CHRO/]

[ADDRESS]

[PHONE NUMBER]

AND/ OR:

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

BOSTON AREA OFFICE

JOHN F. KENNEDY FEDERAL BUILDING

475 GOVERNMENT CENTER

BOSTON, MA 02203

PHONE (800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN THREE HUNDRED (300) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.

9/24/20 (CABE)

Personnel - Certified

Drug and Alcohol Testing For School Bus Drivers

The Northwestern Regional District No. 7 is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA), as may be amended, and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

In addition to the above cited federal requirement, the Board of Education expects its school transportation carrier to provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction.

Each carrier must provide the training to school bus drivers following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

Drug and Alcohol Clearinghouse Checks for CDL Drivers

Prior to employment, the District/school transportation carrier will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver's eligibility under federal rules to perform a safety-sensitive function. The District/school transportation carrier will also contact prior employers where the applicant was a CDL driver for information to determine the driver's eligibility to perform safety-sensitive functions. (Prior employers' inquiries will continue until January 2023.)

The District/school transportation carrier will conduct a limited query of the Clearinghouse for current CDL drivers who are employees on at least an annual basis. If information exists in the Clearinghouse about a driver, the District/school transportation carrier will conduct a full query within 24 hours to determine if the driver is eligible to perform safety-sensitive functions. If the District/school transportation carrier fails to conduct the full query within 24 hours, the driver will not be allowed to perform any safety-sensitive functions until the full query is conducted and it is determined the driver may perform safety-sensitive functions.

The District/school transportation carrier will report the following information collected and maintained on each CDL driver to the Clearinghouse:

1. A verified positive, adulterated, or substituted drug test result;

2. An alcohol confirmation test with a concentration of 0.04 or higher;

3. A refusal to submit to any test required by this policy or the CDL drug testing program (49 C.F.R. Part 382, subpart C);

4. An employer's report of actual knowledge of the following:

a. On duty alcohol use (pursuant to 49 C.F.R. §382.205);

b. Pre-duty alcohol use (pursuant to 49 C.F.R. §382.207);

c. Alcohol use following an accident (pursuant to 49 C.F.R. §382.209); and

d. Controlled substance use (pursuant to 49 C.F.R. §382.213).

5. A substance abuse professional (SAP) (as defined in 49 C.F.R. §40.3) report of the successful completion of the return-to-duty process;

6. A negative return-to-duty test; and

7. An employer's report of completion of follow-up testing.

Note: School districts contracting with a private service provider must ensure the provider has a drug and alcohol testing program fulfilling federal regulations, and state law pertaining to a required pre-employment and random drug testing program for drivers of school buses and school transportation vehicles (STVs) that carry ten or fewer students.

\Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing (as amended)

395 Hours of Service Drivers`

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

International Brotherhood of Teamsters v. Department of Transportation

932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration (1995) WL 136022 (4th Circuit)

10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel are not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185, An Act Concerning Life-Threatening Food Allergies in Schools)

Policy adopted:

Personnel - Certified and Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

The Board of Education (Board) is concerned with maintaining a safe and healthy working and learning environment for all staff and students. The Board recognizes the importance of maintaining an environment for its staff and students that is drug and alcohol free. Reasonable steps will be taken to create a safe workplace free from the effects of alcohol, second-hand smoke, and drug abuse.

Employees must abide by the terms of this policy as a condition of employment. This policy is adopted in accordance with state law and the Drug-Free Workplace Act.

Definitions

"Cannabis" means marijuana which includes all parts of a plant or species of the genus cannabis, whether growing or not, and including its seeds and resin; its compounds, manufactures, salts, derivatives, mixtures, and preparations; and cannabinon, cannabinol, cannabidiol (CBD), and similar compounds unless derived from hemp as defined in federal law. The definition of marijuana also includes any product made using hemp, as defined in state law, with more than 0.3% total THC concentration on a dry-weight basis, manufactured cannabinoids, and certain synthetic cannabinoids.

"Cannabis product" is cannabis in the form of a cannabis concentrate or a product that contains cannabis, which may be combined with other ingredients, and is intended for use or consumption.

"Cannabis concentrate" is any form of concentration extracted from cannabis, such as extracts, oils, tinctures, shatter, and waxes.

"Medical marijuana product" is cannabis that (1) dispensary facilities and hybrid retailers exclusively sell to qualifying patients and caregivers and (2) the Department of Consumer Protection (DCP) designates on its website as reserved for sale to those individuals.

"Manufactured cannabinoid" means cannabinoids naturally occurring from a source other than marijuana that are similar in chemical structure or physiological effect to cannabinoids derived from marijuana, but that are derived by a chemical or biological process.

"Workplace" means the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any District building or property; any District-owned vehicle or any other District-approved vehicle used to transport students to and from school or school activities; and off-District property during any school-sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are

under the jurisdiction/supervision of the District, which could also include work on a federal grant.

"School-sponsored activity" means any activity sponsored, recognized, or authorized by the Board and includes activities conducted on or off school property.

"Drug" is defined as:

1. **"Controlled substances"** which includes all forms of narcotics, depressants, stimulants, hallucinogens, steroids, and cannabis (including products made with or infused with these substances) whose sale, purchase, transfer, use, or possession is prohibited or restricted by state or federal law;

2. **"Synthetic cannabinoids"** which include drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness; and

3. Illegal substances.

"Prescription drugs" means drugs which are used in the course of medical treatment and have been prescribed and authorized for use by a licensed medical practitioner/physician or dentist, other than marijuana (cannabis) and marijuana-related substances.

"Smoking" means the burning of a cigarette, cigar, pipe or other similar device that contains in whole or in part, cannabis or hemp, in addition to tobacco.

"Electronic nicotine delivery system" for purposes of this policy means an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid.

"Vapor product" means any product that employs a heating element, power source, electronic circuit or other electronic, chemical, or mechanical means to produce a vapor that may or may not include nicotine and is inhaled by the product's user.

"Under the influence" means any noticeable use, any detectable level of drugs or alcohol in the employee's blood or urine, or any noticeable or perceptible impairment of the employee's mental or physical faculties.

"Criminal drug statute" means any criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

I. Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following conduct is strictly prohibited by all District employees and volunteers. An employee who violates this policy may be required to complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids;

B. Manufacturing, selling, delivering, soliciting, consuming, using, possessing, or transmitting alcohol in any amount or in any manner on District property or a District workplace at any time while students are under the supervision of the District, or when involved as an employee in a District activity on or off school district property;

C. Unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in a District workplace;

D. Using the workplace, District property or the staff member's position within the District to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids;

E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in a manner that is illegal or which impairs job performance or poses a hazard to the safety and welfare of the employee, the public, the students, or other employees; and

F. Smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

II. Use of Prescription Drugs

A. Employees are permitted to use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner. Such drugs shall be used only as prescribed. In addition, employees shall not possess prescription drugs for sale or distribution.

B. However, the Board, in compliance with C.G.S. 21a-408a through 408q, prohibits the palliative use of marijuana on school property, at a school-sponsored event, or during the conduct of Board business. Employees are prohibited from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during the work day.

III. Smoking

A. The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. This ban applies to any area of the workplace and outside within 25 feet of a doorway, operable window, or air intake vent.

B. The workplace smoking ban also applies to cannabis, hemp, and e-cigarette use involving cannabis.

C. Smoking, including cannabis, will be permitted in a situation in which a classroom is used during a smoking or e-cigarette demonstration that is part of a medical or scientific experiment or lesson.

D. The District will not make accommodations for an employee or be required to allow an employee to perform his/her duties while under the influence of cannabis or allow the employee to possess, use or otherwise consume cannabis while performing his/her employment duties.

IV. Notification Requirements

A. Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students, or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request a change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with his/her superior, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

B. As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute. Such notification will be provided no later than five (5) days after such conviction. The District will inform the federal granting agency within ten (10) days of such conviction, regardless of the source of the information.

C. District employees are directed to report any suspected violation of this policy to an administrator or directly to the Superintendent of Schools or his/her designee. The Superintendent or designee will investigate the allegation and meet with the alleged violator.

D. All employees will be notified of this policy every year and instructed to recognize that compliance is mandated.

E. This policy shall be made known to prospective employees prior to employment.

V. Disciplinary Action Upon Violation of Policy

A. An employee who violates this policy may be subject to disciplinary action, consistent with applicable state and federal laws, up to and including termination. Enrollment and successful completion of an appropriate drug-or alcohol-abuse, employee-assistance rehabilitation program may be required at the discretion of the administration, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the District incur any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.

B. Disciplinary action will include, at a minimum, a letter of reprimand and may include, but is not limited to, suspension or termination from employment.

C. The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction.

D. Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or Federal agency from which the District receives contract or grant monies of the employee's conviction within ten (10) days after receiving notice of the conviction.

E. The District may notify law enforcement agencies regarding a staff member's District deems appropriate.

VI. Employee Assistance

In order to make employees aware of the dangers of drug and alcohol abuse, and to provide an employee with the opportunity for rehabilitation in overcoming addiction to, dependence upon, or other problem with alcohol or drugs, the District will:
A. provide each employee with a copy of this District Drug and Alcohol-Free Workplace policy;

B. post notice of the Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;

C. make available materials from local, state, and national anti-drug and alcohol-abuse organizations;

D. Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;

E. provide information about benefits available under the Board's group medical plan for treatment;

F. establish a drug-free awareness program to inform employees about:

- the dangers of drug abuse in the workplace,
- available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
- the penalties that the District may impose upon employees for violations of this policy.

Legal Reference: Connecticut General Statutes

P.A. 21-1 (June Spec. Session) An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15

Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et. seq.

Drug-Free Schools and Community Act, P.L. 99- 570, as amended by P.L. 101 226 (199)

Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101-71187 (as amended by Title IV - 21st Century Schools)

Drug-Free Workplace Act, 30 ILCS 580/1 et. seq.

Drug-Free Workplace Requirements for Federal Grant and Recipients, 41 U.S.C. 8103

Policy adopted:

Personnel - Certified

Evaluation and Support Program

It is universally accepted that good teaching is the most important element in a sound educational program. Student learning is directly affected by teacher competence; therefore, teacher evaluation shall be accomplished using a teacher evaluation plan which demonstrates a clear link between teacher evaluation, professional development, and improved student learning. (The educator evaluation and support plan or revisions must be approved annually by the State Department of Education prior to District implementation.)

The submission of the District's evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

Note: "Teacher" or "Administrator" for purposes of evaluation shall include each professional employee of the Board, below the rank of Superintendent, who holds a certificate or permit issued by the State Board of Education.

Appraisal of teaching performance should serve three purposes:

1. To raise the quality of instruction and educational services to the children of our community resulting in improved student learning.

2. To raise the standards of the teaching profession as a whole.

3. To aid the individual teacher to grow professionally, linking district-wide teacher evaluation and professional development plans.

Evaluation of teacher performance must be a cooperative, continuing process designed to improve student learning and the quality of instruction. The Superintendent shall annually evaluate or cause to be evaluated all certified employees in accordance with the teacher evaluation and support program, developed through mutual agreement with the Professional Development and Evaluation committee for the District. The required union representation on such committee shall include at least one representative from each of the teachers' and administrators' unions. The teacher shares with those who work with the teacher the responsibility for developing effective evaluation procedures and instruments and for the development and maintenance of professional standards and attitudes regarding the evaluation process.

The Board of Education shall adopt and implement a teacher evaluation and support program. Such teacher evaluation and support program shall be developed through mutual agreement with the District's Professional Development and Evaluation Committee. If unable to attain mutual agreement, the Board and the Professional Development and Evaluation Committee shall consider adopting by mutual agreement the State Board of Education (SBE) adopted model

teacher evaluation and support program without any modification. Further, if the Board and the Professional Development and Evaluation Committee fail to agree on the SBE model, the Board will use its statutory authority to adopt and implement a teacher evaluation program of its choice, provided such program is consistent with the SBE adopted guidelines.

The system-wide program for evaluating the instructional process and all certified personnel is viewed as one means to improve student learning and ensure the quality of instruction. The evaluation plan shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement, and multiple indicators of student academic growth. *Further, claims of failure to follow the established procedures of such teacher evaluation and support program shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

Note: The district's evaluation plan, submitted to the State Department of Education for approval, may be the district's selection of the state model evaluation plan, SEED (Connecticut's System for Educator Evaluation and Development), or a hybrid of SEED, or a district proposed alternative evaluation and support plan which fulfills the state guidelines.

The Superintendent and all employees whose administrative and supervisory duties equal at least 50% of their time shall include a minimum of fifteen hours of training in the evaluation of teachers pursuant to Section 10-151b, as part of the required professional development activity during every five years for reissuance of their professional educator certificate.

The State Board of Education, as required, has adopted guidelines for a model teacher and administrator evaluation and support program which is to guide the use of multiple indicators of student academic growth in teacher evaluations. The guidelines include, but are not limited to:

1. The use of four performance evaluation designators: exemplary, proficient, developing, and below standards;
2. The use of multiple indicators of student academic growth and development in teacher and administrative evaluations;
3. Methods for assessing student academic growth and development;
4. A consideration of control factors, tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility;
5. Minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;
6. The development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or RESC to teachers whose performance is being evaluated and to administrators who are conducting the performance evaluations;
7. The provision of professional development services based on individual or group needs identified through the evaluation process;
8. The creation of individual teacher improvement and remediation plans for teachers who are rated "developing" or "below standard" in performance, designed in consultation with such teacher and his/her exclusive bargaining representative chosen pursuant to CGS 10-1536;
9. Opportunities for career development and professional growth; and
10. A validation procedure to audit evaluation ratings of "exemplary" or "below standard" evaluation ratings by the SDE or third-party entity approved by the SDE.

The Superintendent shall annually evaluate or cause to be evaluated each teacher and administrator in accordance with the teacher evaluation and support program and may conduct additional formative evaluations toward producing an annual summative evaluation.

In the event that a teacher or an administrator does not receive a summative evaluation during the school year, such individual shall receive a rating of "not rated" for that year.

The Superintendent shall report to the Board by September 15th annually on the status of the evaluations. In addition, annually, by dates determined by the State Department of Education, the Superintendent shall report to the Commissioner of Education on the implementation of the teacher evaluation and support program, including the frequency of evaluations, aggregate

evaluation ratings, the number of teachers and administrators not evaluated, and other requirements as determined by the State Department of Education.

Improvement and Remediation Plans

Teachers rated "below standard" or "developing" shall have a well-articulated improvement and remediation plan that:

1. is developed in consultation with the teacher and his/her union representative and is differentiated by the level of identified need and/or stage of development;

2. identifies resources, support, and other strategies to be provided by the Board to address documented deficiencies;

3. contains a timeline for implementing such measures in the same school year as the plan is issued; and

4. provides success indicators that include a minimum overall rating of "proficient" at the end of the improvement and remediation plan.

Evaluation Training

The Board, prior to any evaluation conducted under the teacher evaluation and support program, shall conduct training programs for all evaluators and orientation for all District teachers regarding the District's teacher evaluation and support program. Such training shall provide instruction to evaluators regarding how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. The orientation for each teacher shall be completed before a teacher receives an evaluation under the teacher evaluation and support program.

Note: "Teacher" includes all certified employees below the rank of Superintendent.

Implementation Plan

The Board of Education recognizes that the State Board of Education (SBE) utilizes a flexible plan for the implementation of Connecticut's Educator Evaluation and Support System.

Options: The District will:

[X] Implement the SEED state model in its entirety and implement all components as written within the Handbook.

[ ] Use the State Department of Education approved plan with adopted flexibilities.

[ ] Use a District developed plan. (Such plan must have at least one variation from any of the elements/components of the SEED model.)

Beginning with the 2014-15 school year and all subsequent years, the submission of the District's evaluation plans for State Department of Education's review and approval, including flexibility requests, shall take place by annual deadlines set by the State Department of Education.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. The District may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators who may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers shall be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs), and providing additional feedback. A complementary observer shall share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Dispute-Resolution Process

In accordance with the requirement in the "Connecticut Guidelines for Teacher Evaluation and Professional Development," in establishing or amending the local teacher evaluation plan, the Board of Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan.

When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The Superintendent and the collective bargaining unit for the District shall each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process not result in resolution of a given issue, the determination regarding that issue shall be made by the Superintendent. An example will be provided within the State model.

Data Management

Annually prior to September 15, the District's Professional Development and Evaluation Committee will review and report to the Board the user experiences and efficiency of the District's data management system/platform to be used by teachers and administrators to manage the evaluation plans.

Annually, data management systems/platform to be used by teachers and administrators to manage evaluation plans shall be selected by the Board with considerations given to functional requirements/needs and efficiencies identified by the Professional Development and Evaluation Committee.

Such plans shall consider guidance pertaining to the entry of data into the District's data management system/platform needed to manage the evaluation plan. Such guidance shall address items to be entered, prohibitions pertaining to the sharing and transference of individual teacher data to another district or entity without consent of the teacher or administrator, limits on the access to teacher and administrator data, and a process for recording authorized individuals' access to information.

Audit

The Board, if selected, will participate as required, in an audit of its evaluation program, conducted by the State Department of Education.

All teachers teaching in public schools at the elementary, middle and high school levels (including special education teachers) must be determined to be an "effective educator," as defined in the Every Student Succeeds Act. To be determined an "effective educator," a teacher must meet state certification and licensure criteria.

The reauthorized Individuals with Disabilities Act (IDEA) identifies special education teachers as teachers who must demonstrate competency in the core academic subjects that they teach.

The District evaluates a teacher's subject-matter competency in the core academic content areas, based on the Common Core of Teaching (CCT), using both of the following:

A. foundational skills and competencies; and

B. the discipline-based professional standards.

(cf. 2400 - Evaluation of Administrators and Administration)

(cf. 4111/4211 - Recruitment and Selection)

(cf. 4131 - Staff Development)

Legal Reference: Connecticut General Statutes

10-145b Teaching certificates.

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A.

10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session)

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.

PA 11-135 An Act Concerning Implementation Dates for Secondary School Reform.

PA 12-116 An Act Concerning Education Reform (as amended by PA 13-145 An Act Concerning Revisions to the Reform Act of 2012.)

Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.

"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

34 C.F.R. 200.55 Federal Regulations.

PL 114-95 Every Student Succeeds Act, §9213

Policy adopted:

Personnel -- Certified/Non-Certified

Family and Medical Leave Act

The Northwestern Regional District No. 7 Board of Education shall provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (FMLA) and legislative updates. This policy notifies employees of their rights and establishes guidelines consistent with FMLA and applicable Connecticut state law. This policy does not recite every provision of applicable law and regulations.

Federal FMLA

Employees of the Board of Education who have been employed for at least twelve (12) months and who have worked at least 1,250 service hours during the twelve (12) months immediately preceding the start of a leave are eligible for unpaid leave under the FMLA. Full-time employees are considered to have met the 1,250-hour requirement unless the Board can demonstrate otherwise. Under federal FMLA, eligible employees are provided up to 12 weeks of unpaid leave each year.

CT FMLA

Eligible employees are employees whose position does not require a professional certification (non-certified school personnel) or certified school personnel whose union has successfully negotiated with the Board to participate in such programs. To be eligible for the program, a certified school employee must be employed for at least three months immediately preceding such employee's request for leave by the employer with respect to whom leave is requested. Non-certified school personnel must be employed by the Board for at least three months during the previous 12 months to be eligible.

Under CT FMLA, eligible employees can take up to 12 weeks of unpaid leave in 12 months for qualifying reasons with an additional 2 weeks available for certain pregnancy-related conditions.

Leave covered by FMLA includes the following:

- incapacity due to pregnancy, prenatal medical care, or childbirth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to serve as an organ or bone marrow donor;

- to care for an injured or ill service member;

- a qualifying exigency arising out of a family member's military service, including one or more of the following reasons:

    - short-notice deployment;
    - military events and related activities;
    - childcare and school activities;
    - financial and legal arrangements;
    - counseling;
    - rest and recuperation;
    - post-deployment activities;
    - parental care leave for a military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty;
    - additional activities that arise out of the active duty or call to active duty status of a covered military member provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.

If a leave is requested for one of the reasons listed above, each eligible employee may take up to a total of twelve (12) weeks of unpaid family or medical leave in the twelve (12) month entitlement period. This entitlement period is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

The Superintendent will draft administrative regulations to comply with the FMLA and subsequent updates. In developing these regulations to support policy 4152.6/4252.6, the Superintendent will provide direction and explanations covering the following areas:

- Acceptable reasons for requesting a leave under the FMLA;

- Leave scenarios and conditions;

- Leave to care for an injured or ill service member;

- Procedures for requesting a leave under the FMLA;

- Leaves under FMLA and medical treatment requirements;

- Required certifications and documentation;

- Use of paid leave;

- Medical insurance and other benefits; and

- Reinstatement.

(cf. 4118.14 - Disabilities)

(cf. 4151.2 - Family Illness)

(cf. 4152.3 - Maternity; Adoptive; Child Care)

Legal References: Connecticut General Statutes

31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

PA 24-41 An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18

PA 25-174 An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027, Sections 234-237

Policy adopted:

Personnel - Certified/Non-Certified

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Employees of the Board of Education who have been employed for at least twelve (12) months and who have worked at least 1,250 service hours during the twelve (12) months immediately preceding the start of a leave are eligible for unpaid leave under the FMLA. Full-time employees are considered to have met the 1,250-hour requirement unless the Board can demonstrate otherwise. Under federal FMLA, eligible employees are provided up to 12 weeks of unpaid leave each year.

CT FMLA

Eligible employees are employees whose position does not require a professional certification (non-certified school personnel) or certified school personnel whose union has successfully negotiated with the Board to participate in such programs. To be eligible for the program, a certified school employee must be employed for at least three months immediately preceding such employee's request for leave by the employer with respect to whom leave is requested. Non-certified school personnel must be employed by the Board for at least three months during the previous 12 months to be eligible.

Under CT FMLA, eligible employees can take up to 12 weeks of unpaid leave over a 12-month period for qualifying reasons with an additional 2 weeks available for certain pregnancy-related conditions.

For purposes of these administrative regulations, a **paraeducator** means a school employee who performs instructional duties or delivers either direct or indirect services to students and/or parents and serves in a position for which a teacher has ultimate responsibility for the design and implementation of educational programs and services. An **instructional employee** is defined as a teacher or other employee who serves in an instructional capacity and whose function is to instruct students. The term does not include teacher assistants or non-instructional aides, nor auxiliary personnel such as school counselors, psychologists, curriculum specialists, cafeteria workers, maintenance or custodial workers, or other primarily non-instructional employees.

Leave covered by FMLA includes the following:

- incapacity due to pregnancy, prenatal medical care, or childbirth;

- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to serve as an organ or bone marrow donor;
- to care for an injured or ill service member;
- a qualifying exigency arising out of a family member's military service, including one or more of the following reasons:
    - short-notice deployment;
    - military events and related activities;
    - childcare and school activities;
    - financial and legal arrangements;
    - counseling;
    - rest and recuperation;
    - post-deployment activities;
    - parental care leave for a military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty;
    - additional activities that arise out of the active duty or call to active duty status of a covered military member provided that the Board and the employee agree that such leave qualifies as an exigency and agree to both the timing and the duration of such leave.

If a leave is requested for one of the reasons listed above, each eligible employee may take up to a total of twelve (12) weeks of unpaid family or medical leave in the twelve (12) month entitlement period. This entitlement period is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

Types of Leave and Conditions

Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the FMLA. ***Intermittent leave*** means leave taken for a single qualifying reason in separate periods rather than for one continuous period. Intermittent leave includes leave taken one day per week over a period of a few months or leaves taken on an occasional or as-needed basis for medical appointments. ***Reduced schedule*** leave is leave that reduces the employee's usual number of work hours per

day for some period of time, as when an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule leave may be taken when medically necessary for an employee's or covered family member's serious health condition or for a covered service member's serious illness or injury, and the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, FMLA leave may be taken intermittently or on a reduced schedule basis due to a qualifying exigency or to effectuate the placement of a child for adoption or foster care before the placement of the child in the home. Intermittent or reduced schedule leave may be taken following the birth or placement of a healthy child only with the Board's permission.

If foreseeable intermittent or reduced schedule leave is medically required based on planned medical treatment of the employee, a family member, or a covered service member, the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the leave requested. This would include a period of recovery from an employee's or family member's serious health condition or a serious injury or illness of a covered service member.

In addition, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave, which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period) if the leave is to care for a family member with a serious health condition, to care for a covered service member with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration not to exceed the duration of the planned medical treatment.

Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request leave for the birth, placement of a child by adoption or for foster care, or to care for a parent with a serious health condition, they will only be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for FMLA leave for their own or their spouse's serious health condition in the 12-month entitlement period.

Leave Taken by Instructional Employees Near the End of an Academic Term

If an instructional employee's leave for any reason begins more than five (5) weeks before the end of an academic term, the Board may require the employee to continue the leave until the end

of the term if the leave will last at least three (3) weeks and the instructional employee returns to work during the three-week period before the end of the term.

If the instructional employee begins a leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins a leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

Leave to Care for an Injured or Ill Service Member

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of FMLA leave during a 12 month period to care for a service member who is the employee's spouse, parent, child, or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty on active duty in the Armed Forces; or a covered veteran with a serious injury or illness who is the employee's spouse, parent, child or next of kin.

For service members, the injury or illness must render them medically unable to perform the duties of office, grade, rank, or rating. This provision applies to service members who are undergoing medical treatment, recuperation, or therapy, are in outpatient status, or are on the temporary disability retired list for a serious injury or illness.

For covered veterans, they must be undergoing medical treatment, recuperation, or therapy for a serious injury or illness and must have been a member of the Armed Forces (including the National Guard or Reserves), discharged or released under conditions that were other than dishonorable, and discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for the veteran. *(The employee's first date of leave must be within the five-year period. However, the employee may continue to take leave throughout the single 12-month period even if the leave extends past the five-year period. Note - special rules may apply to calculating the five-year period for veterans discharged between October 28, 2009, and March 8, 2013. This period will effectively be excluded from the five-year calculation.)*

For covered veterans, serious injury or illness means any of the following:

- a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating;
- a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave;
- a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment;
- an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

When combined with any other type of FMLA qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard FMLA leave procedures described below apply to all requests for and designation of leave for this purpose. However, in the case of leave to care for a service member with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

Requests for Leave

Foreseeable Leave

An employee must notify the personnel department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered service member. If 30 days' notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for FMLA leave.

Qualifying Exigency

An employee must provide notice as soon as practicable if the foreseeable leave is for a qualifying exigency, regardless of how far in advance such leave is foreseeable.

Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

Scheduling Planned Medical Treatment

When planning medical treatment for foreseeable FMLA leave, an employee must consult with the personnel department and make a reasonable effort to schedule the treatment so as not to unduly disrupt the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs to leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt the Board's operations unduly.

Ordinarily, the employee should consult with the personnel department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

Required Certifications/Documentation

For leaves taken for any FMLA-qualifying reason, an employee must submit a completed certification form supporting the need for leave. The employee must submit a complete and sufficient certification form as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good-faith efforts, the employee must inform the personnel department of the reason(s) for the delay and what efforts the employee undertook to obtain the required certification.

FMLA-protected leave may be delayed or denied if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, medical certification from the employee's family member's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertification in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work, the employee must provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the personnel department.

If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional FMLA leave

(if such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

Use of Paid Leave

Accrued paid personal leave and accrued paid vacation will be substituted (in that order) for any unpaid portions of family or medical leave taken for any reason. However, where the leave is for the employee's own serious health condition, accrued paid sick leave shall be substituted for unpaid portions of family or medical leave prior to the substitution of accrued paid personal and accrued paid vacation leave. The amount of unpaid family or medical leave entitlement is reduced by the amount of paid leave that is substituted.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

Medical Insurance and Other Benefits

During approved family or medical leaves of absence, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid family or medical leave. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after the expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During an FMLA leave, an employee shall not accrue list benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

Reinstatement

Except for circumstances unrelated to taking family or medical leave, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

Additional Information

Questions regarding family or medical leave may be directed to the Superintendent or designee. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References: Connecticut General Statutes

31-51rr Family and medical leave benefits for employees of political subdivisions

Regs. Conn. State Agencies 31-51rr-1, et seq.

United States Code:

Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended

29 CFR Part 825.100 et seq.

Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.

29 CFR 1635.1 et seq.

PA 24-41 An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Section 18

PA 25-174 An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027, Sections 234-237

Regulation approved:

Security Check/Fingerprinting

Criminal Justice Information

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry before the person may be hired.

Note: *Applicants for all positions, certified or non-certified, must submit to a check of the Department of Children and Families Child Abuse and Neglect Registry.*

Applicants, as required, shall make disclosures containing (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

The District, prior to hiring such applicants, will (1) ensure that they complete the above-stated three requirements; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

The background/reference checks shall be conducted in compliance with the statutory guidelines set forth in Board policy #4112.51/4212.51, as updated in 2019.

District employees shall, within 30 days after they are hired, submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate shall also be required to undergo the same criminal background checks and DCF child abuse and neglect registry check already required for school employees.

A District student, employed by the District or a person employed by the Board as a teacher for a non-credit adult class or adult education activity (as defined in C.G.S. 10-67) who is not required to hold a teaching certificate, pursuant to C.G.S. 10-145b, as amended by PA 18-51, is exempt from the fingerprinting requirement.

Criminal Justice Information (CJI) is to be maintained in accordance with the administrative regulation pertaining to the use and disclosure of criminal justice information.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93, PA 16-67, PA 18-51 and PA 19-91)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

Policy adopted:

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting / Criminal Justice Information

CHRI Retention and Destruction

The following administrative regulations are developed to ensure Criminal Justice Information compliance:

Relevant Acronym Key

CJI/CJIS	**Criminal Justice Information/Services**
CJA	**Criminal Justice Agency**
CSA	**CJIS Systems Agencies**
CSO	**CJIS Systems Officer**
CGA	**Contracting Government Agency**
AC	**Agency Coordinator**
CSA ISO	**CJIS Systems Agency Information Security Officer**
LASO	**Local Agency Security Officer**
FBI CJIS	**FBI CJIS Division Information Security Officer**
ISO	**Criminal Justice Information**
CJI	**Criminal History Record Information**
CHRI	**Personally Identifiable Information**
PII	**C**T **O**n-**L**ine **L**aw **E**nforcement **C**ommunications
COLLECT	**T**eleprocessing
CJBAU	**C**riminal **J**ustice **B**usiness **A**pplications **U**nit

Purpose

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for hiring personnel for employment in the Northwestern Regional District No. 7 School District.

The following policies were developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. While the Northwestern Regional District No. 7 School District may complement CJIS policy with local requirements, CJIS policy shall always be the minimum standard. The local policy may augment or increase the standards but shall not detract from the CJIS Security Policy Standards.

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI is the term used to refer to all of the FBI CJIS-provided data necessary for law enforcement and civil agencies to perform their missions, including, but not limited to, biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and is considered interchangeable for purposes of this document. Due to its comparatively sensitive nature, additional controls are required for the access, use, and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI

Requesting CHRI Checks

Fingerprint-based CHRI checks will only be conducted as authorized by the FBI and the Connecticut Department of Emergency Services and Public Protection – COLLECT CJBAU, in accordance with all applicable state and federal rules and regulations.

If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instructions will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Acceptable Use of CHRI

All CHRI is subject to strict state and federal rules and regulations. CHRI is used only for the official purpose for which it was requested, and CHRI cannot be shared with other entities for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the COLLECT CJBAU (Connecticut On-Line Law Enforcement Communications Teleprocessing/Criminal Justice Business Applications Unit) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Furthermore, the Northwestern Regional District No. 7 School District and the employee responsible for overseeing CJI can be charged with federal and state crimes for the willful, unauthorized disclosure of CHRI.

Personnel Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI for the Northwestern Regional School District No. 7 will review and become familiar with educational and relevant training materials regarding CHRI laws and regulations made available by the appropriate agencies.

In addition to the above, all personnel authorized to receive and/or review CHRI must undergo Security Awareness Training on a biennial basis. This training will be accomplished using the training provided by CJIS Online.

The Superintendent or his/her/their designee will be responsible for overseeing all training programs and adherence to all training requirements.

Personnel Security (All Personnel)

All personnel requiring access to CHRI must first be deemed "Authorized Personnel" by the Superintendent or his/her/their designee. The COLLECT CJBAU will review and determine if access is appropriate. Access is denied if the individual has ever had a felony conviction of any kind, no matter when it occurred. Access may be denied if the individual has one or more recent misdemeanor convictions.

In addition to the above, an individual believed to be a fugitive from justice or having an arrest history without convictions will be reviewed to determine if access to CHRI is appropriate. The COLLECT CJBAU will take into consideration extenuating circumstances where the severity of the offense and the time that has passed would support a possible variance.

Persons already having access to CHRI and who are subsequently arrested and/or convicted of a crime will:

1. Have their access to CVHRI suspended until the outcome of an arrest is determined and reviewed by the COLLECT CJBAU to determine if continued access is appropriate;

2. Have their access suspended indefinitely if a conviction results in a felony of any kind;

3. Have their access denied by the COLLECT CJBAU, where it is determined that access to CHRI by the person would not be in the public's best interest.

Support personnel, contractors, and custodial workers will be denied access to CHRI. If such persons need to be in an area (s) where CHRI is maintained or processed (at rest or in transit), they will be escorted by authorized personnel or under their supervision at all times while in the area(s).

Personnel Termination

The Local Agency Security Officer (LASO) shall terminate access to CHRI immediately upon notification of an individual's termination of employment.

The Northwestern Regional District No. 7 School District shall follow the following CHRI termination process:

1. Notification will be sent via email to the COLLECT CJBAU;

2. This is to be done within 24 hours of receiving notification of termination;

3. All keys, email accounts, and other district accounts and materials identified by the Superintendent will be obtained/disabled from the user within 24 hours.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the Northwestern Regional District No. 7 School District will take the following steps prior to making a final adverse determination:

1. Provide the individual the opportunity to complete or challenge the accuracy of his/her/their CHRI; and

2. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable fifteen-day period (15) to correct or complete the CHRI.

Non-Criminal Agency Coordinator (TAC)

The Northwestern Regional District No. 7 School District TAC is Diane Barrett, Administrative Assistant to the Superintendent. Mrs. Barrett and Human Resources Professional, is responsible for the following:

1. Maintaining an updated Authorized Personnel List on file with the COLLECT CJBAU.

   a. Ensuring everyone included on this list must undergo the appropriate level of CJIS Security Awareness Training;

   b. Ensuring everyone included on the list has appropriate access based on job functions and a need-to-know basis.

2. Inform the COLLECT CJBAU of changes in the agency head or any relevant business information (agency name changes, mailing/physical address changes, etc.).

   a. Contact the COLLECT CJBAU immediately to update the User Agreement and, if necessary, submit the new authorization to the COLLECT CJBAU;

   b. Submit a TAC change form to the COLLECT CJBAU in the event of a change in roles.

Local Agency Security Officer (LASO)

The Northwestern Regional District No. 7 School District LASO is Steven K. LePage, Superintendent of Schools, and he is responsible for the following:

1. Identifying who is using or accessing CHRI and/or systems with access to CHRI;

2. Ensuring that personnel security screening procedures are being followed as stated in this policy.

3. Ensuring the approved and appropriate security measures are in place and working as expected.

Storage of CHRI

CHRI shall only be stored for extended periods of time when necessary to ensure the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which comply with the most recent COLLECT CJBAU and FBI Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to become familiarized with these safeguards.

In addition to the above, each individual involved in handling CHRI will strictly adhere to the policy on its storage and destruction.

Media/Physical Protection

All media containing CHRI must be protected and secured at all times. The following is established and to be implemented to ensure the appropriate security, handling, transporting, and storage of CHRI media in all forms.

Controls shall be in place to protect electronic and physical media containing CHRI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CHRI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas and restrict access to electronic and physical media to only authorized individuals. If physical and personnel restrictions are not feasible, the data shall be encrypted per Section 5.10.1.2.

Physical Storage and Access

Physical CHRI media shall be securely stored within physically secured locations or controlled areas. A physically secure location is a facility or an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls. Access to such media is restricted to authorized personnel only and shall be secured at all times when not in use or under the supervision of an authorized individual.

Only authorized personnel will have access to physically secure non-public locations. The Superintendent or his/her/their designee will maintain and keep a list of authorized personnel. Before granting access, all physical access points into the District's secure areas will be

authorized. The Superintendent or his/her/their designee will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI.

Authorized personnel will take necessary steps to prevent and protect the agency from physical, logical, and electronic breaches.

Physical CHRI media:

1. Is to be stored within employee records when feasible or by itself when necessary.

2. Is to be maintained within a lockable filing cabinet, drawer, closet, office, safe, vault, or other secure container.

Electronic CHRI media:

1. Is to be stored on secure servers within a physically secure location when feasible.

2. (Include details on how electronic CHRI is secured.)

Destruction of CHRI

Disposal of Physical Media

Once physical CHRI media (paper/hard copies) is determined to be no longer needed by the District, it shall be destroyed and disposed of appropriately. Physical CHRI media shall be destroyed by cross-cut shredding or incineration. The Superintendent or his/her/their designee will ensure such destruction is witnessed or carried out by authorized personnel:

1. The LASO shall witness or conduct disposal.

2. Cross-cut shredding will be the method of destruction used by the District.

Media Sanitization and Disposal (Disposal of Electronic Media)

Once the District determines that electronic CHRI media (data stored on computers) are no longer needed, they shall be destroyed and disposed of appropriately.

The Northwestern Regional District No. 7 School District shall choose one of the following options below to use in this policy:

Option 1: Overwriting

Overwriting involves a program writing onto the media where the file to be sanitized is located. The NCJA will sanitize the electronic CHRI by overwriting the data at least three times before disposing of or reusing the computer/device/system on which it was stored. Overwriting the CHRI data must be completed or witnessed by authorized district personnel.

Option 2: Degaussing

Degaussing is a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degaussers. Note that common magnets are weak and cannot effectively degauss magnetic media. The NCJA will degauss the electronic CHRI prior to disposing of or reusing the computer/device/system on which the electronic CHRI was stored. Degaussing the CHRI data must be completed or witnessed by authorized district personnel. (Degaussing means neutralizing a magnetic field to erase information from a magnetic disk or other storage device.)

Option 3: Destruction

If the computer/device on which the CHRI data is stored is no longer operational, The NCJA must physically destroy the device. Destruction of the device containing physical electronic CHRI, including printouts and other media, shall be disposed of by one of the following methods:

Remote Access

The Superintendent shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access means any temporary access to an agency's information system by a user or information system communicating temporarily through an external, non-district-controlled network, such as the Internet.

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The Superintendent or his/her/their designee shall control all remote access through managed access control points and may permit remote access for privileged functions only for compelling operational needs. However, this person shall document the rationale for such access in the security plan for the information system.

It is prohibited to use publicly accessible computers to access, process, store, or transmit CJI. Publicly accessible computers include but are not limited to hotel business center computers, convention center computers, public library computers, and public kiosk computers.

Personally Owned Information Systems

A personally owned information system shall not be authorized to access, process, store, or transmit CJI unless the agency has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes portable technology like a camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards, mobile wireless devices, or any personal desktop computer. When bringing your own devices are authorized, they shall be controlled using the requirements in Section 5.13 of the CJIS Security Policy.

Disciplinary

If an individual employed by the Northwestern Regional District No. 7 School District has misused or is currently misusing CHRI, the following requirements will be adhered to:

1. Using CHRI for any purpose other than what is allowed by state statute or Federal code is considered misuse.

2. **The specific steps the District will take in the event intentional misuse is discovered.

3. Misuse of CHRI can result in loss of access to CHRI, loss of employment, and/or criminal prosecution.

4. Misuse of CHRI shall be reported to the State.

**(CABE's Policy Department recommends consulting with the Board attorney regarding item #2 and a general review of the Disciplinary section of this policy.)

Incident Response

The security of information and systems in general, and of CHRI in particular, is a top priority for the Northwestern Regional District No. 7 School District. Therefore, the District has established appropriate operational incident response procedures for instances of an information security breach. It is each individual's responsibility to adhere to established security guidelines and policies and to be attentive to situations and incidents that pose risks to security. Furthermore, it is each individual's responsibility to immediately report potential or actual security incidents to minimize any breach of security or loss of information.

The following security incident handling procedures must be followed by each individual:

1. All incidents will be reported directly to the LASO.

2. If any records are stolen, the incident will also be reported to appropriate authorities.

3. Once the cause of the breach has been determined, disciplinary measures will be taken in accordance with the disciplinary policy of the District.

In addition to the above, the LASO shall report all security-related incidents to the COLLECT CJBAU within 24 hours.

All District personnel with access to FBI and/or COLLECT CJBAU CHRI have a duty to protect the system and related systems from physical and environmental damage and are responsible for the correct use, operation, care, and maintenance of the information. All existing laws, District regulations, and policies apply, including those that may apply to personal conduct. Misuse or failure to secure any information resources may result in temporary or permanent restriction of all privileges up to employment termination.

The Superintendent shall ensure that all staff members are aware of this policy and that those responsible for implementation and oversight receive adequate training and updates.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93, PA 16-67 and PA 18-51, and PA 19-91)

17a-101k Registry of findings of abuse or neglect of children maintained by the Commissioner of Children and Families. Notice of finding of abuse or neglect of a child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.

PA 16-83 An Act Concerning Fair Chance Employment

Criminal Justice Information Services (CJIS) Security Plan, Version 5.8, 06/01/2019 Prepared by CJIS Information Officer Approved by CJIS Advisory Policy Board

Regulation approved:

Personnel - Certified

Increasing Educator Diversity

The Northwestern Regional District No. 7 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:

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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.

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.

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

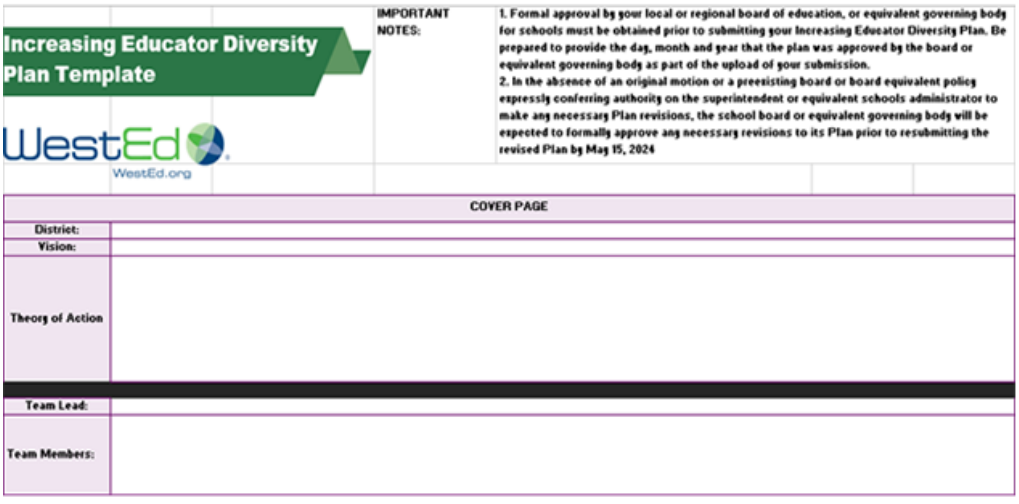
10. Closing

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.**



Increasing Educator Diversity Plan Template

WestEd
WestEd.org

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://sdect.co1.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

Regulation approved:

Personnel Certified/Non-Certified

Nondiscrimination

In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, as amended, and Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Americans with Disabilities Act, the Northwestern Regional District No.7 Board of Education adopts the following Equal Employment Opportunity and Equal Education Opportunity Policies.

Equal Employment Opportunity

Both federal and state law prohibit discriminatory practices in hiring and employment. The Northwestern Regional District No.7 Board of Education prohibits discriminatory acts in all district matters dealing with employees and applicants for positions and requires equal employment opportunities for all employees and applicants. As an equal opportunity employer, the Board of Education does not discriminate on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, sexual orientation, genetic information, gender identity or expression, disability, (including pregnancy), status as a victim of domestic violence, status as a Veteran, or any classification protected by state or federal law, regarding any individual who can perform the essential functions of the job with or without reasonable accommodations physical disability (including blindness) or other disability (except in the case of a bona fide occupational qualification or need.)

"Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution on an initial employment application, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is required to comply with any provision of state or federal law."

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Northwestern Regional District No.7 Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, sexual orientation, gender identity or expression, race, religion, color, national origin, status as a victim of domestic violence, disability (including pregnancy), parenthood, marital status, or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators and the Title IX Coordinators for the Northwestern Regional District No.7 Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Coordinators are set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures outlined in the attached regulations.

Students shall not be discriminated against, including but not limited to, in the areas of:

Admission
Use of School Facilities
Vocational Education
Competitive Athletics
Student Rules, Regulations and Benefits
Financial Assistance
School-sponsored Extracurricular Activities
Enrollment in Courses
Counseling and Guidance
Physical Education
Graduation Requirements
Treatment as a Married and/or Pregnant Student
Health Services
Most Other Aid, Benefits or Services

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

Hiring and Promotion
Compensation
Job Assignments
Leaves of Absence
Fringe Benefits
Labor Organization
Contracts or Professional Agreements

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

"Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working environment."

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but are not limited to:

Inappropriate touching	Sexually explicit comments
Sexual name-calling	Sexual rumors
Inappropriate public display of affection	Overly personal conversation
	Corner/blocking
Gestures	Leers
Sexually explicit jokes/cartoons/pictures	Attempted rape/rape
Pulling at clothes	Harassing telephone calls

If an employee believes that he or she has been discriminated against in regard to either of the preceding policies, a grievance may be filed charging that the employee's personal rights have been denied or violated.

Employees wishing to discuss these regulations or rights under this policy, the need for a reasonable accommodation, or wish to discuss or file a grievance, should contact Superintendent of Schools, Steven LePage or a school administrator.

Forms are available in our Guidance Office. Contact with the Civil Rights Coordinators should take place within forty (40) calendar days of the alleged occurrence.

Discrimination Grievance Procedure (This procedure is not applicable to a Title IX sex discrimination or sexual harassment claim)

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in Northwestern Regional District No. 7 shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent, or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officers or the individual closest to the daily decision-making level. This will normally be a Principal, teacher, counselor, Department Chairperson, Head Custodian, or Cafeteria Manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

Level II: The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with either of the Civil Rights Officers. Within five (5) working days, a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III: Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution, or refer the matter to the Board of Education for consideration.

Level IV: The Board of Education, Superintendent and the Civil Rights Officers shall proceed in accordance with appropriate laws or regulations.

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited. School attendance by five-year-olds (as amended by PA 21-2 §441.)

10-153 Discrimination on account of marital status.

46a-51 Definitions as amended by PA 17-127, PA 21-2 and PA 22-82)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127, PA 21-69 and PA 22-82)

P.A. 11-55 An Act Concerning Discrimination

Federal Law

Title VII of the Civil Rights Act of 1964

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

American Disability Act of 1989, as amended by the ADA Amendments Act of 2008

Chalk v. The United States District Court of Central California.

Title IX of the Education Amendments of 1972.

Civil Rights Act of 1987.

Title IX Final Rule, May 6, 2020

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Policy adopted:

Personnel - Certified and Non-Certified

Nondiscrimination

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officers or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

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Level IV: The Board of Education, Superintendent and the Civil Rights Officers shall proceed in accordance with appropriate laws or regulations.

Regulation approved:

Personnel - Certified and Non-Certified

Recruitment and Selection/Equal Opportunity Employment

Non-Discrimination

The Board of Education will provide equal employment opportunities for all persons without regard to race, color, religious creed, age, veterans' status, genetic information, marital status, national origin, ancestry, sex, sexual orientation, status as a victim of domestic violence, or physical disability (including pregnancy).

No advertisement of employment opportunities may be intent or design restrict employment based upon discrimination as defined by law.

(cf. 4111.3 - Increasing Educator Diversity)

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities

4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

10-153 Discrimination on account of marital status.

46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 17-127, PA 21-2, and PA 22-82)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127, PA 21-69 and PA 22-82)

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Policy adopted:

Personnel - Certified and Non-Certified

Recruitment and Selection/Equal Opportunity Employment

Employment and Placement

Procedures relating to employment and placement will be reviewed and amended as necessary to ensure non-discrimination:

1. Qualifications needed for a job and job descriptions will be reviewed by the Personnel Director to ensure that they are realistic and do not involve inadvertent discrimination.

2. Application forms will be reviewed and revised as necessary by the Personnel Director.

3. A removable section for each interviewer's comments will become part of the application form. This section will be removed when the application form is forwarded to another interviewer. This is an effort to ensure that subsequent interviewers are not influenced by opinions of earlier interviewers.

4. Any testing procedures which might be used in the future for selection and/or placement will be validated for job-relatedness.

5. Personnel policies will comply with federal and state fair employment regulations.

Administrator's and Supervisor's Roles in Equal Employment Opportunity:

This section provides guidelines to help in interviewing and selecting candidates for positions with this school district. Each guideline is followed by a brief explanation of the reasons certain actions or basis for decisions may be considered discriminatory. One of the most important factors in any hiring decision is that the applicant be able to do the job for which he/she/they is applying:

1. **Educational requirements.**

   Guideline: An employer must be prepared to demonstrate why a job requires the employee to have a specified level of education.

   Consequently, unless the employer can demonstrate why the educational requirement is needed, the EEOC is likely to find it unlawful. The EEOC and the courts will accept evidence from an employer that a specified level of education is necessary for satisfactory job performance or that there is a clear and close relationship between educational level and performance on the job.

2. **Family status: pregnancy and dependents.**

Guideline: Applicants should not be questioned by interviewing supervisors about their dependents, family plans, or a condition of pregnancy.

3. Arrest and conviction records.

Guideline: An employer may not automatically disqualify an applicant from employment consideration because the applicant has a police record.

Authority to make this kind of determination rests with the Superintendent of Schools or designee. Prospective employees should not be questioned about police records except by authorized personnel representatives.

4. Accommodation to religious beliefs.

Guideline: Supervisors are expected to make reasonable accommodation to the religious needs of applicants when this will not have a serious effect on operations.

It is up to the employer to prove that such religious accommodations cause a serious hardship to his/her business. The "religious need" of employees could include a required mode of dress, time off for Sabbath observance, or inability to work on certain prescribed days for religious reasons. Supervisors should not, however, make employment decisions based on applicants' religious needs without first consulting the Superintendent of Schools or designee.

5. Citizenship.

Guideline: If the applicant is not a United States citizen, he/she must possess a permanent visa to be eligible for employment.

U.S. citizenship or a permanent visa is required as a condition of employment. Supervisory personnel may, therefore, use an applicant's citizenship status as an eligibility standard. The Director of Personnel may request, however, that as a condition of employment alien applicants provide proof of permanent residence in the United States.

6. Manner of Speaking

Guideline: It is unlawful to reject an applicant because of the applicant's foreign accent or lack of fluency in English unless either condition will affect satisfactory job performance.

The final decision regarding an applicant whose manner of speaking has been questioned will be made by the Superintendent of Schools or designee.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provisions in contracts of the state and political subdivisions rather than municipalities

4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re nondiscrimination on the basis of sexual orientation

46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 17-127, PA 21-2, and PA 22-82)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127, PA 21-69 and PA 22-82)

Executive Order 11246, 42 U.S.C. 2000e note.

Equal Pay Act of 1963, 29 U.S.C. 206 (d).

Regulation approved:

Personnel — Certified

Substitute Teachers

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools, and is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive the requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements.

Suitable programs for training, assigning, orienting, and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

It is the intent to use only certified teachers as substitutes, whenever possible.

Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.

Rates for daily substitutes and the first 10 days of long-term substitutes will be determined annually during the budget process for the following year.

Cooperative, interdistrict and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes

10-183v Reemployment of teachers.

10-145a Certificates of qualification for teachers.

June 19 Special Session, Public Act No. 09-1

An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes. (Section 48) Public Act No. 09-6 September Special Session

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)

10-222c Hiring policy. (as amended by PA 16-67)

PA 23-159 (Section 18)

Policy adopted:

Business and Non-Instructional Operations

Compliance with 504 Regulations

It is the policy of the Northwestern Regional District No. 7 School System to comply with all aspects of the Section 504 regulations of the Rehabilitation Act of 1973. Section 504 prevents discrimination against otherwise qualified individuals with disabilities in programs and activities operated by the school system.

No otherwise qualified individual with disabilities shall, solely by reason of her or his disability, as defined in Section 706(8) of the Rehabilitation Act, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the Northwestern Regional District No. 7 School System.

The district has a responsibility to follow the procedural requirements of Section 504 to afford each student a free, appropriate education, which includes procedures for pre-placement evaluation, placement procedures and procedural safeguards. Additionally, Section 504 addresses placement in the Least Restrictive Environment (LRE) for both academic and nonacademic settings. The district also recognizes that there may be some impaired students who are not eligible for Special Education services under IDEA but who have documented disabilities and eligible for services and protection from discrimination under the Section 504 definitions and regulations.

In order to ensure that the Northwestern Regional District No. 7 School System does not discriminate in providing equal access to programs and services on the basis of disability, the following definitions, requirements and procedures are provided.

Definitions:

Disability means limitation in performance from a physiological (physical or mental) abnormality which substantially limits one or more major life activity, has a record of such an impairment, is regarded as having such an impairment.

Physical or Mental Impairment means (i) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body system; (ii) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness and specific leaming disabilities.

Major Life Activity means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Appropriate Education means the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of people with disabilities as adequately as the needs of non-disabled persons. Implementation of an individualized education

plan developed in accordance with the Individuals With Disabilities Act is one means of meeting this standard.

Committee of Knowledgeable People means persons knowledgeable about the student, the meaning of evaluation data, and programming options. (ie., a properly constituted Student Assistance Team, 504 team, or Planning and Placement Team would meet this definition.)

Requirements:

1. Northwestern Regional District No. 7 Public Schools annually locate and identify qualified persons with disabilities residing in the district who are not receiving a public education.

2. Notification of the school system's legal requirements is provided to persons with disabilities and their parents or guardians.

3. Provision of educational services in a setting with persons who are not handicapped, to the maximum extent appropriate to the needs of the students with disabilities. The school system shall make reasonable accommodations to allow a disabled student to be placed in the regular education environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

4. Provide pre-placement evaluation consistent with that required under IDEA and section 504 of the ADA.

5. Ensure that placement decisions are carefully considered by a group of persons knowledgeable about the student, the meaning of the evaluation data, and program options.

6. Provide periodic reevaluation of students found eligible for services.

7. Develop procedural safeguards consistent with those required under IDEA and section 504 of the ADA.

8. Ensure access to non-academic and extracurricular services and activities in such a manner as to afford students with disabilities an opportunity for participation in such services and activities. The *Committee of Knowledgeable People*, shall consider the impact of any modifications on other non-handicapped classmates.

9. Ensure the availability of procedures for filing a grievance with the school district over an alleged violation of Section 504 regulations.

10. Identify at least one person to coordinate compliance and identification procedures.

Procedures:

1. **Identification and Notification:** Northwestern Regional District No. 7 partners with Shared Services in supporting all district special education and Section 504 needs. Shared Services annually conducts student-finding activities to identify any person between the ages of 0-22 who is, or may be in need of special services. Notification is accomplished by communication through various forms of media, direct mailing to social service agencies, and dissemination to staff.

2. **Least Restrictive Environment:** Each committee of knowledgeable people (Student Assistance Team, 504 team, Planning and Placement Team or other appropriate group) is aware of the district practice to ensure students are educated with their non-disabled peers as often as possible and in the most appropriate way. All programs are developed with this requirement in mind.

3. **Evaluation:** Referrals for evaluation are made by the 504 team or Planning and Placement Team (PPT). All statutory requirements for evaluation are adhered to closely. The evaluation period for 504 referrals will be the same as for referrals under IDEA (45 days).

4. **Placement/Program Development:** Each 504 team or PPT will reconvene at the conclusion of the evaluation to consider evaluation results, determine eligibility and develop appropriate programming. A written 504 plan is developed and maintained by the primary service provider. The plan is reviewed and/or updated throughout the school year as the student's needs warrant. All students who have undergone special education evaluations are automatically considered for eligibility under Section 504, i.e. for students who are not eligible for Special Education under IDEA, the PPT may consider referring the student to the 504 team (which can include the same group of knowledgeable people) to consider eligibility under Section 504.

5. **Periodic Reevaluation:** All students receiving services under Section 504 are reevaluated at least every three years following procedures promulgated under IDEA.

6. The Director of School Counseling will be identified as the 504 Coordinator for the Northwestern Regional District No. 7 School System. School counselors are identified as case managers for 504 students. The director will convene a *Committee of Knowledgeable People* to address 504 referrals.

7. **Grievance Procedures:** Students, parents or other individuals in the school district may register complaints regarding accessibility and other 504 regulations through the grievance procedures noted in the section 504 procedural safeguards which are disseminated to parents and students who are being evaluated for or are already identified as 504 eligible students.

(cf. - 5145 - Statement of Non-Discrimination)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. seq.

Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

NOTE: Forms relative to this Policy are available at:

1. Superintendent's Office
2. Principal's Office
3. Special Services Office

Policy adopted: Approved 7/20/2010
Revised/Approved 9/9/2026
Updated/Approved

Northwestern Regional School District No. 7

Non-violent Crisis Prevention and Intervention

Staff Training: A core group of educators and school staff members within each school building has been trained in the principles, practices, and philosophies of Non-violent Crisis Prevention and Intervention (CPI). This is an approach designed to help staff members recognize, prevent, and manage crisis behaviors using a person-centered and trauma-informed approach. Staff members who receive this certification are appropriately trained in both de-escalation techniques as well as safe and effective safety interventions. The goal of any form of intervention is to mitigate risk, maintain safety, and support students in their regulation. This echoes CPI's core values of Care, Welfare, Safety, and Security.

Northwestern Regional School District No. 7 mandates that alternative strategies and techniques must be exhausted prior to implementation of protective measures, including, but not limited to:

- Environmental adjustments
- Sensory considerations
- Supportive Approach
- Directive Approach
- Seclusion

If a staff member, CPI trained or not, have concerns that a student is demonstrating, or could soon be demonstrating a risk to themselves or others, the follow procedure should be followed:

Step 1: Immediately notify the office

The office will then notify the appropriate team members and members of administration, and send them to where the student is located. The student should remain under constant supervision during this time to ensure that they are safe. At least two CPI trained staff members should be reporting to situations where any element of CPI may need to be applied.

Step 2: Evaluate the situation

Upon arrival, the CPI trained staff members will evaluate the situation in terms of risk, and what level of behavior a student is demonstrating using the CPI Crisis Developmental Model. This will inform what action(s) staff members will take next.

Step 3a: If the student is demonstrating "Anxiety" behavior, trained staff will engage in the Support Approach.

Within the context of CPI, “Anxiety Behavior” is defined as a student engaging in behavior that differs from their norm. This could include withdrawal, “shutting down,” pacing, rapid breathing, excessive fidgeting, etc. In response to this behavior, staff will engage the student with an empathetic and nonjudgmental approach to try to support them and help them reach “Tension Reduction,” which is a decrease in emotional and physical energy.

Step 3b: If the student is demonstrating “Defensive” behavior, trained staff will engage in the Directive Approach.

Within the context of CPI, “Defensive Behavior” is defined as a student protecting themselves through a real or perceived threat, and may include actions such as refusal, noncompliance, verbal/emotional outbursts, challenging questioning, or intimidation. If a student is engaging in “Defensive Behavior,” staff will use a layered response of Supportive and Directive Approaches. The Directive Approach includes limit setting through the use of different response strategies that are respectful, simple, and reasonable.

Step 3c: If the student is demonstrating “Risk Behavior,” trained staff will engage in “Safety Interventions.”

“Risk Behavior” is defined as behavior that presents an imminent or immediate risk to one’s self or others. If deemed appropriate, and “Supportive” and “Directive” approaches are ineffective, the CPI-trained staff members will apply the most appropriate safety intervention to the given situation.

In the event that any safety intervention is used, the student and, if appropriate, the staff members who administered the safety intervention should be evaluated by the nurse’s office and/or appropriate medical staff.

Step 4: Parent Notification

A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others. Notification may be made by telephone, e-mail, or other method, including, but not limited to, sending a note home with the student.

Step 5: Complete Appropriate Paperwork

After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded.

Depending on the type of intervention used, staff members should refer to the following forms to determine which needs to be completed:

5144.1 Form 1: Physical Restraint

5144.1 Form 2: Seclusion

5144.1 Form 3: State Incident Reporting Form

For students who qualify for Special Education, the appropriate Restraint or Seclusion documentation needs to be completed in CT-SEDS.

The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report, and if appropriate, a copy of the documentation from CT SEDS, of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described above in Step 4.

APPENDIX C APPROVED: Approved 7.7.26
Revised/Approved _____

REGIONAL SCHOOL DISTRICT #7 — 2026-2027 — *TRANSF0B27*

10/05/26 — APPROPRIATION TRANSFERS — 07/01/26 - 09/30/26

OBJECT CODE	DESCRIPTION	ADOPTED BUDGET 2026-2027	TRANSFERS	AMENDED BUDGET 09/30/26	EXPENDED TO 09/30/26	ENCUMBERED	TOTAL EXP	BALANCE	PCT REM.
100	SALARIES	12,684,227.00	0.00	12,684,227.00	2,101,941.54	10,335,948.07	12,437,889.61	246,337.39	1.94
200	EMPLOYEE BENEFITS	4,173,831.00	0.00	4,173,831.00	886,189.73	1,907,416.51	2,793,606.24	1,380,224.76	33.07
300	PROF/TECH SERVICES	2,528,355.00	0.00	2,528,355.00	1,161,325.28	835,932.97	1,997,258.25	531,096.75	21.01
400	PROPERTY SERVICES	1,408,035.00	0.00	1,408,035.00	377,663.17	631,812.98	1,009,476.15	398,558.85	28.31
500	OTHER PUR SERVICES	3,388,456.00	0.00	3,388,456.00	300,699.12	1,479,781.85	1,780,480.97	1,607,975.03	47.45
600	SUPPLIES	648,739.00	0.00	648,739.00	125,730.98	343,996.71	469,727.69	179,011.31	27.59
700	PROPERTY	370,859.00	(50.00)	370,809.00	374,825.74	1,880.06	376,705.80	(5,896.80)	-1.59
800	OTHER OBJECTS	66,225.00	50.00	66,275.00	15,258.26	1,692.00	16,950.26	49,324.74	74.42
900	OTHER USE OF FUNDS	(11,500.00)	0.00	(11,500.00)	0.00	0.00	0.00	(11,500.00)	100.00
	TOTAL	25,257,227.00	0.00	25,257,227.00	5,343,633.82	15,538,461.15	20,882,094.97	4,375,132.03	17.32
								25,257,227.00	

APPROVED BY:
REGIONAL SCHOOL DISTRICT #7 BOARD OF EDUCATION

SIGNATURE _____

TITLE _____

DATE _____

REGIONAL SCHOOL DISTRICT #7		DISTRICT FINANCIAL REPORT/FY 26-27					*QUARTERLY BUDGET/REVENUE REPORT*	
	10/05/26							07/01/26 - 09/30/26
OBJECT		ADOPTED		AMENDED	EXPENDED		TOTAL	
CODE	DESCRIPTION	BUDGET	TRANSFERS	BUDGET	TO	ENCUMBERED	EXP	BALANCE
		2026-2027		09/30/26	09/30/26			
100	SALARIES	12,684,227.00	0.00	12,684,227.00	2,101,941.54	10,335,948.07	12,437,889.61	246,337.39
200	EMPLOYEE BENEFITS	4,173,831.00	0.00	4,173,831.00	886,189.73	1,907,416.51	2,793,606.24	1,380,224.76
300	PROF/TECH SERVICES	2,528,355.00	0.00	2,528,355.00	1,161,325.28	835,932.97	1,997,258.25	531,096.75
400	PROPERTY SERVICES	1,408,035.00	0.00	1,408,035.00	377,663.17	631,812.98	1,009,476.15	398,558.85
500	OTHER PUR SERVICES	3,388,456.00	0.00	3,388,456.00	300,699.12	1,479,781.85	1,780,480.97	1,607,975.03
600	SUPPLIES	648,739.00	0.00	648,739.00	125,730.98	343,996.71	469,727.69	179,011.31
700	PROPERTY	370,859.00	(50.00)	370,809.00	374,825.74	1,880.06	376,705.80	(5,896.80)
800	OTHER OBJECTS	66,225.00	50.00	66,275.00	15,258.26	1,692.00	16,950.26	49,324.74
900	OTHER USE OF FUNDS	(11,500.00)	0.00	(11,500.00)	0.00	0.00	0.00	(11,500.00)
	TOTAL	25,257,227.00	0.00	25,257,227.00	5,343,633.82	15,538,461.15	20,882,094.97	4,375,132.03
								25,257,227.00
	REVENUES	ESTIMATED			RECEIVED			BALANCE
		2026-2027			09/30/26			06/30/27
	TUITION	649,128.00			0.00			649,128.00
	INTEREST	18,000.00			8,001.59			9,998.41
	OTHER LOCAL	12,500.00			1,800.00			10,700.00
	STATE SOURCES	762,090.00			192,648.00			569,442.00
	UNEXPENDED ENCUMBRANCES	0.00			0.00			0.00
	ASSESSMENTS FROM TOWNS	23,021,681.00			6,906,504.30			16,115,176.70
	PRIOR YEAR OFFSET	793,828.00			793,828.00			0.00
		25,257,227.00			7,902,781.89			17,354,445.11

REGIONAL SCHOOL DISTRICT #7 — BDRPT27

CONSOLIDATED BOARD REPORT — 07/01/26-09/30/26

10/05/26

CODE			PROGRAM	AMENDED BUDGET	EXPENDED YTD	ENC	TOT-EXP	BALANCE	REM %
			100 SALARIES						
1	00.	01	ART	200,900.00	22,903.97	177,996.03	200,900.00	-	0.00
1	00.	02	ATHLETICS	410,644.90	103,678.30	177,848.20	281,526.50	129,118.40	31.44
1	00.	03	BUSINESS	62,900.00	8,642.90	54,257.10	62,900.00	-	0.00
1	00.	05	ENGLISH	886,602.00	102,499.06	784,102.94	886,602.00	-	0.00
1	00.	06	GUIDANCE	732,555.72	101,612.52	635,443.00	737,055.52	(4,499.80)	-0.61
1	00.	07	CULINARY ART	102,396.00	11,607.16	90,788.84	102,396.00	-	0.00
1	00.	08	TECHNOLOGY	251,958.00	36,508.38	258,487.62	294,996.00	(43,038.00)	-17.08
1	00.	09	FOR LANGUAGES	664,669.00	84,823.12	582,343.88	667,167.00	(2,498.00)	-0.38
1	00.	10	MATHEMATICS	1,138,682.00	141,115.02	1,003,816.98	1,144,932.00	(6,250.00)	-0.55
1	00.	11	MUSIC	300,580.00	31,500.00	245,750.00	277,250.00	23,330.00	7.76
1	00.	12	PE/HEALTH	387,025.00	42,435.24	329,587.76	372,023.00	15,002.00	3.88
1	00.	13	READING	233,244.00	26,912.84	206,331.16	233,244.00	-	0.00
1	00.	14	SCIENCE	1,100,391.31	130,433.60	969,961.67	1,100,395.27	(3.96)	0.00
1	00.	15	SPECIAL ED	1,608,018.80	269,141.50	1,312,956.22	1,582,097.72	25,921.08	1.61
1	00.	16	SOC STUDIES	927,214.00	108,102.58	770,572.42	878,675.00	48,539.00	5.23
1	00.	17	MEDIA	139,793.00	21,152.95	118,580.05	139,733.00	60.00	0.04
1	00.	18	GENERAL	290,728.00	20,093.94	267,057.06	287,151.00	3,577.00	1.23
1	00.	19	COMPUTER TECH	226,173.95	58,933.88	167,552.13	226,486.01	(312.06)	-0.14
1	00.	23	STUDENT ACTIVITY	-	-	5,000.00	5,000.00	(5,000.00)	-7.91
1	00.	24	ADMINISTRATION	63,186.00	217,455.16	637,909.17	855,364.33	(792,178.33)	-92.61
1	00.	25	FISCAL SERVICES	855,364.53	107,847.64	292,729.10	400,576.74	454,787.79	105.38
1	00.	30	MAINTENANCE	431,576.74	221,794.90	546,355.90	768,150.80	(336,574.06)	-46.86
1	00.	40	HEALTH SERVICES	718,258.80	19,908.00	126,084.76	145,992.76	572,266.04	379.00
1	00.	45	BOARD OF ED	150,992.76	-	1,200.00	1,200.00	149,792.76	3744.82
1	00.	47	NEASC	4,000.00	79,634.87	216,151.13	295,786.00	(291,786.00)	-98.65
1	00.	55	SUPERINTENDENT	295,786.00	133,204.01	357,084.95	490,288.96	(194,502.96)	-39.31
1	00.	71	AG-ED	494,831.00	-	-	-	494,831.00	8597.55
1	00.	90	UNPROGRAMMED	5,755.49	-	-	-	5,755.49	100.00
			TOTAL SALARIES	**12,684,227.00**	**2,101,941.54**	**10,335,948.07**	**12,437,889.61**	**246,337.39**	**1.94**
			200 BENEFITS						
2	00	15	SPECIAL ED (EA's)	36,949.00	12,533.82	32,466.18	45,000.00	(8,051.00)	-21.79
2	00	24	ADMINISTRATION	291,946.00	52,432.61	112,567.39	165,000.00	126,946.00	43.48
2	00	25	FISCAL SERVICES (SEC)	433,487.00	96,612.32	186,887.68	283,500.00	149,987.00	34.60
2	00	30	MAINTENANCE (CUST)	208,258.00	53,016.84	129,483.16	182,500.00	25,758.00	12.37
2	00	90	UNPROGRAMMED (T&O)	3,203,191.00	671,594.14	1,446,012.10	2,117,606.24	1,085,584.76	33.89
			TOTAL BENEFITS	**4,173,831.00**	**886,189.73**	**1,907,416.51**	**2,793,606.24**	**1,380,224.76**	**33.07**
			300 PROF-TECH SERVICES						
3	00	02	ATHLETICS	29,811.00	-	-	-	29,811.00	100.00
3	00	06	GUIDANCE	-	-	-	-	-	0.00
3	00.	11	MUSIC	10,000.00	-	-	-	10,000.00	100.00
3	00.	15	SPECIAL ED	2,024,141.00	1,081,891.12	657,928.24	1,739,819.36	284,321.64	14.05
3	00.	18	GENERAL	19,000.00	675.00	5,070.63	5,745.63	13,254.37	69.76
3	00.	19	COMPUTER TECH	150,061.00	37,868.84	14,160.60	52,029.44	98,031.56	65.33
3	00.	23	STUDENT ACTIVITY	7,000.00	1,027.00	-	1,027.00	5,973.00	85.33
3	00.	24	ADMINISTRATION	1,000.00	-	-	-	1,000.00	100.00
3	00.	25	FISCAL SERVICES	154,990.00	34,446.82	40,400.00	74,846.82	80,143.18	51.71
3	00.	30	MAINTENANCE	1,500.00	-	-	-	1,500.00	100.00
3	00.	40	HEALTH SERVICES	7,680.00	2,625.00	2,625.00	5,250.00	2,430.00	31.64
3	00.	45	BOARD OF ED	119,200.00	2,791.50	112,749.50	115,541.00	3,659.00	3.07
3	00.	71	AG-ED	3,972.00	-	2,999.00	2,999.00	973.00	24.50
			TOTAL PROF/TECH	**2,528,355.00**	**1,161,325.28**	**835,932.97**	**1,997,258.25**	**531,096.75**	**21.01**

REGIONAL SCHOOL DISTRICT #7							BDRPT27	
CONSOLIDATED BOARD REPORT							07/01/26-09/30/26	
			10/05/26					
CODE			PROGRAM	AMENDED BUDGET	EXPENDED YTD	ENC	TOT-EXP	BALANCE	REM %
			400 PROPERTY SERVICES						
4	00.	01	ART	1,250.00	11.77	10.23	22.00	1,228.00	98.24
4	00.	02	ATHLETICS	35,980.00	350.00	-	350.00	35,630.00	99.03
4	00.	03	BUSINESS	-	-	-	-	-	0.00
4	00.	07	CULINARY ART	500.00	-	-	-	500.00	100.00
4	00.	08	TECHNOLOGY	2,000.00	300.00	-	300.00	1,700.00	85.00
4	00.	09	FOR LANGUAGES	-	-	-	-	-	0.00
4	00.	11	MUSIC	5,050.00	300.00	4,500.00	4,800.00	250.00	4.95
4	00	12	PE/HEALTH	400.00	-	-	-	400.00	100.00
4	00.	14	SCIENCE	1,500.00	-	-	-	1,500.00	100.00
4	00.	15	SPECIAL ED	400.00	-	-	-	400.00	100.00
4	00.	16	SOC STUDIES	250.00	-	-	-	250.00	100.00
4	00.	17	MEDIA	3,050.00	-	-	-	3,050.00	100.00
4	00.	18	GENERAL	500.00	-	96.00	96.00	404.00	80.80
4	00.	19	COMPUTER TECH	136,500.00	68,895.96	21,535.43	90,431.39	46,068.61	33.75
4	00.	24	ADMINISTRATION	3,000.00	-	-	-	3,000.00	100.00
4	00	25	FISCAL SERVICES	73,050.00	20,650.56	47,349.44	68,000.00	5,050.00	6.91
4	00.	30	MAINTENANCE	1,131,005.00	284,388.40	550,523.36	834,911.76	296,093.24	26.18
4	00.	71	AG-ED	13,600.00	2,766.48	7,798.52	10,565.00	3,035.00	22.32
			TOTAL PROPERTY	**1,408,035.00**	**377,663.17**	**631,812.98**	**1,009,476.15**	**398,558.85**	**28.31**
			500 OTHER PUR SERVICES						
5	00.	01	ART	950.00	-	-	-	950.00	100.00
5	00.	02	ATHLETICS	108,852.00	1,368.75	100,258.25	101,627.00	7,225.00	6.64
5	00.	03	BUSINESS	450.00	-	-	-	450.00	100.00
5	00.	05	ENGLISH	-	-	-	-	-	0.00
5	00.	06	GUIDANCE	900.00	-	-	-	900.00	100.00
5	00.	09	FOR LANG	400.00	-	-	-	400.00	100.00
5	00.	10	MATHEMATICS	-	-	-	-	-	0.00
5	00.	11	MUSIC	4,550.00	-	-	-	4,550.00	100.00
5	00.	14	SCIENCE	1,250.00	-	-	-	1,250.00	100.00
5	00.	15	SPECIAL ED	1,462,580.00	156,411.69	600,791.02	757,202.71	705,377.29	48.23
5	00.	16	SOC STUDIES	3,000.00	-	-	-	3,000.00	100.00
5	00.	18	GENERAL	43,155.00	-	-	-	43,155.00	100.00
5	00.	19	COMP	2,500.00	-	-	-	2,500.00	0.00
5	00.	23	STUDENT ACTIVITY	3,600.00	829.90	-	829.90	2,770.10	76.95
5	00.	24	ADMINISTRATION	44,075.00	440.00	26,778.00	27,218.00	16,857.00	38.25
5	00.	25	FISCAL SERVICES	1,000.00	-	-	-	1,000.00	100.00
5	00.	30	MAINTENANCE	139,022.00	41,187.75	91,633.09	132,820.84	6,201.16	4.46
5	00.	32	ADULT ED	12,800.00	5,000.00	8,766.00	13,766.00	(966.00)	-7.55
5	00.	45	BOARD OF ED	106,050.00	28,839.16	22,801.00	51,640.16	54,409.84	51.31
5	00.	55	SUPERINTENDENT	9,000.00	1,477.26	4,357.10	5,834.36	3,165.64	35.17
5	00	69	REGULAR TRANSP	1,111,025.00	62,869.61	616,172.39	679,042.00	431,983.00	38.88
5	00	70	STATE TECH TRANSP	317,107.00	775.00	6,975.00	7,750.00	309,357.00	97.56
5	00.	71	AG-ED	6,190.00	-	1,250.00	1,250.00	4,940.00	79.81
5	00.	72	SUMMER SCHOOL	10,000.00	1,500.00	-	1,500.00	8,500.00	85.00
			TOTAL OTHER PURCHASED	**3,388,456.00**	**300,699.12**	**1,479,781.85**	**1,780,480.97**	**1,607,975.03**	**47.45**
			600 SUPPLIES						
6	00.	01	ART	22,850.00	10,927.30	2,212.03	13,139.33	9,710.67	42.50
6	00.	02	ATHLETICS	32,750.00	921.90	-	921.90	31,828.10	97.19
6	00.	03	BUSINESS	11,930.00	-	1,402.22	1,402.22	10,527.78	88.25
6	00.	05	ENGLISH	7,284.00	240.90	-	240.90	7,043.10	96.69

REGIONAL SCHOOL DISTRICT #7 — BDRPT27
CONSOLIDATED BOARD REPORT — 07/01/26-09/30/26
10/05/26

CODE	PROGRAM	AMENDED BUDGET	EXPENDED YTD	ENC	TOT-EXP	BALANCE	REM %
6 00. 06	GUIDANCE	1,400.00	159.51	393.68	553.19	846.81	60.49
6 00. 07	CULINARY ART	11,500.00	2,000.00	9,500.00	11,500.00	-	0.00
6 00. 08	TECHNOLOGY	16,800.00	272.85	1,355.67	1,628.52	15,171.48	90.31
6 00. 09	FOR LANGUAGES	8,220.00	-	-	-	8,220.00	100.00
6 00. 10	MATHEMATICS	5,356.00	3,666.25	-	3,666.25	1,689.75	31.55
6 00. 11	MUSIC	8,550.00	2,314.54	2,171.63	4,486.17	4,063.83	47.53
6 00. 12	PE/HEALTH	5,754.00	988.03	71.98	1,060.01	4,693.99	81.58
6 00. 13	READING	1,187.00	-	-	-	1,187.00	100.00
6 00. 14	SCIENCE	42,265.00	9,791.51	2,284.84	12,076.35	30,188.65	71.43
6 00. 15	SPECIAL ED	13,200.00	300.77	182.48	483.25	12,716.75	96.34
6 00. 16	SOC STUDIES	9,643.00	3,513.90	114.85	3,628.75	6,014.25	62.37
6 00. 17	MEDIA	11,500.00	4,174.46	1,685.12	5,859.58	5,640.42	49.05
6 00. 18	GENERAL	38,350.00	15,856.49	5,761.29	21,617.78	16,732.22	43.63
6 00. 19	COMPUTER TECH	27,500.00	5,306.69	1,323.56	6,630.25	20,869.75	75.89
6 00. 23	STUDENT ACTIVITY	1,900.00	-	-	-	1,900.00	100.00
6 00. 24	ADMINISTRATION	13,000.00	2,233.77	-	2,233.77	10,766.23	82.82
6 00. 25	FISCAL SERVICES	2,200.00	811.23	602.76	1,413.99	786.01	35.73
6 00. 30	MAINTENANCE	323,500.00	59,349.59	297,247.76	356,597.35	(33,097.35)	-10.23
6 00 40	HEALTH SERVICES	6,000.00	1,225.88	-	1,225.88	4,774.12	79.57
6 00 55	SUPERINTENDENT	1,950.00	478.36	47.38	525.74	1,424.26	73.04
6 00. 71	AG-ED	24,150.00	1,197.05	17,639.46	18,836.51	5,313.49	22.00
6 00. 90	UNPROGRAMMED	-	-	-	-	-	0.00
	TOTAL SUPPLIES	**648,739.00**	**125,730.98**	**343,996.71**	**469,727.69**	**179,011.31**	**27.59**
	700 PROPERTY						
7 00. 01	ART	-	-	-	-	-	0.00
7 00. 03	BUSINESS	-	-	-	-	-	0.00
7 00. 05	ENGLISH	-	-	-	-	-	0.00
7 00. 06	GUIDANCE	-	-	-	-	-	0.00
7 00. 08	TECHNOLOGY	-	-	-	-	-	0.00
7 00. 10	MATHEMATICS	1,070.00	-	-	-	1,070.00	0.00
7 00. 11	MUSIC	9,500.00	948.85	-	948.85	8,551.15	90.01
7 00. 12	PE/HEALTH	1,439.00	447.73	-	447.73	991.27	68.89
7 00. 14	SCIENCE	2,600.00	1,492.50	79.99	1,572.49	1,027.51	39.52
7 00. 15	SPECIAL ED	13,200.00	-	644.24	644.24	12,555.76	95.12
7 00. 17	MEDIA	-	-	-	-	-	0.00
7 00. 18	GENERAL	3,000.00	-	-	-	3,000.00	100.00
7 00. 19	COMPUTER TECH	129,000.00	104,710.91	1,155.83	105,866.74	23,133.26	17.93
7 00. 24	ADMINISTRATION	500.00	-	-	-	500.00	100.00
7 00. 30	MAINTENANCE	210,500.00	267,225.75	-	267,225.75	(56,725.75)	-26.95
7 00. 71	AG-ED	-	-	-	-	-	0.00
	TOTAL PROPERTY	**370,809.00**	**374,825.74**	**1,880.06**	**376,705.80**	**(5,896.80)**	**-1.59**
	800 OTHER OBJECTS						
8 00. 01	ART	265.00	-	-	-	265.00	100.00
8 00. 02	ATHLETICS	11,060.00	200.00	140.00	340.00	10,720.00	96.93
8 00. 03	BUSINESS	353.00	-	-	-	353.00	100.00
8 00. 05	ENGLISH	-	-	-	-	-	0.00
8 00. 08	TECNOLOGY	-	-	-	-	-	0.00
8 00. 09	FOR LANGUAGES	800.00	467.76	125.00	592.76	207.24	25.91
8 00. 10	MATHEMATICS	100.00	100.00	-	100.00	-	0.00
8 00. 11	MUSIC	1,150.00	690.00	-	690.00	460.00	40.00
8 00. 12	PE/HEALTH	225.00	-	150.00	150.00	75.00	33.33
8 00. 14	SCIENCE	108.00	-	-	-	108.00	100.00
8 00. 15	SPECIAL ED	-	-	-	-	-	0.00

REGIONAL SCHOOL DISTRICT #7								BDRPT27	
CONSOLIDATED BOARD REPORT								07/01/26-09/30/26	
			10/05/26						
CODE			PROGRAM	AMENDED BUDGET	EXPENDED YTD	ENC	TOT-EXP	BALANCE	REM %
8	00.	16	SOC STUDIES	-	-	-	-	-	0.00
8	00.	17	MEDIA	400.00	-	-	-	400.00	100.00
8	00.	18	GENERAL	500.00	-	-	-	500.00	100.00
8	00.	19	COMPUTER TECH	120.00	-	-	-	120.00	100.00
8	00.	23	STUDENT ACTIVITY	300.00	-	-	-	300.00	100.00
8	00.	24	ADMINISTRATION	19,750.00	6,951.25	-	6,951.25	12,798.75	64.80
8	00	25	FISCAL SERVICES	2,000.00	-	-	-	2,000.00	100.00
8	00.	40	HEALTH SERVICES	1,500.00	141.00	-	141.00	1,359.00	90.60
8	00.	45	BOARD OF ED	16,644.00	1,604.49	1,167.00	2,771.49	13,872.51	83.35
8	00	50	DEBT SERVICE	-	-	-	-	-	0.00
8	00.	55	SUPERINTENDENT	9,000.00	4,168.96	-	4,168.96	4,831.04	53.68
8	00.	71	AG-ED	2,000.00	934.80	110.00	1,044.80	955.20	47.76
			TOTAL OTHER OBJECTS	**66,275.00**	**15,258.26**	**1,692.00**	**16,950.26**	**49,324.74**	**74.42**
			900 OTHER USE OF FUNDS						
9	00	02	GATE RECEIPTS	(11,500.00)	-	-	-	(11,500.00)	100.00
9	00	50	DEBT SERVICE	-	-	-	-	-	0.00
			TOTAL OTHER USE OF FUNDS	**(11,500.00)**	-	-	-	**(11,500.00)**	**100.00**
			TOTAL	**25,257,227.00**	**5,343,633.82**	**15,538,461.15**	**20,882,094.97**	**4,375,132.03**	**17.32**
							20,882,094.97	4,375,132.03	
								25,257,227.00	