

BOE Policy Committee Agenda
Monday, January 22, 2024, 9:30 am – 11:00 am
Municipal Building, BOE Conference Room
3 Primrose St. Newtown, CT 06470

CALL TO ORDER
IN ATTENDANCE
PUBLIC PARTICIPATION
APPROVE MINUTES January 12, 2024

OLD BUSINESS

Discussion and possible action:

Item	Reports
Policy 6114 – Emergencies and Disaster Preparedness The committee will continue considering additional revisions to this policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite M. Pompano to this policy meeting.
Policy 6114.1 – Fire The committee will continue considering additional revisions to this policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite M. Pompano to this policy meeting.
Policy 6114.7 – Safe Schools The committee will continue considering additional revisions to this policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite M. Pompano to this policy meeting.

NEW BUSINESS

Discussion and possible action:

Item	Reports
Policy 3542.22 – Food Services Personnel Code of Conduct This policy is mandated due to federal and/or state law. The committee will review CABE’s sample policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite T. Vadas to this policy meeting.
Policy 0200 – Goals and Objectives The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action
Policy 6141.51/52 – Enrollment in an Advanced Course or Program and Challenging Curriculum The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite A. Uberti to this policy meeting
Policy 6172.1 – Gifted and Talented Program The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite A. Uberti to this policy meeting
Policy 6172.5 – Pilot Programs and Research Projects The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> ● Discussion and Possible Action ● S. Connell will invite A. Uberti to this policy meeting

UPDATE FROM THE SUPERINTENDENT
PUBLIC PARTICIPATION
ADJOURNMENT

SCHOOL SECURITY AND SAFETY

The [_____] Board of Education (the “Board”) will develop and implement an all-hazards district security and safety plan with a school-specific annex for each school within the district or a school security and safety plan for each school within the district to bolster their existing emergency preparedness, response capability and school safety and security measures and to best meet all-hazards threats.

Security and safety plans will be based on the school security and safety plan standards developed by the Connecticut Department of Emergency Services and Public Protection and will adhere to the requirements of state law.

Security and safety plans should be kept securely and will only be provided to the Board, school staff and administration, members of the school security and safety committees, members of state and local law enforcement, first responders, local municipal officials or other persons authorized by the Board or the Superintendent (e.g., consultants, contractors). Pursuant to Connecticut General Statutes § 1-210(b)(19), the plan will not be available to the public.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for
Developing High-Quality School Emergency Operations
Plans*, June 2013

ADOPTED _____
REVISED _____

6/24/16

Technical Rev. 7/23/20

DRAFT

SCHOOL SECURITY AND SAFETY ADMINISTRATIVE REGULATIONS

I. Security and Safety Committee

The Board of Education (the “Board”), through the Superintendent, shall establish a school security and safety committee at each school under the jurisdiction of the Board.* The school security and safety committee is responsible for assisting in the development of the security and safety plan and in administering the plan.

The school security and safety committee shall include in its membership a local police officer, a local first responder, a teacher employed at the school, a building administrator employed at the school, a mental health professional, a parent or guardian of a student at the school and any other person the Board deems necessary [**such as custodian, property manager, local emergency management director, local public health director, information technology manager, transportation coordinator, or school nurse**]. Subject matter experts, including but not limited to the local public works director, food services director, the Superintendent of Schools, additional law enforcement members or first responders and representatives of the municipality or others shall be invited to participate as needed.

*[*NOTE: The school security and safety committee may be combined with an existing school committee, such as the Safe School Climate Committee, as long as the Safe School Climate Committee has the required members listed below.]*

The committee will meet at least annually to review and update the school’s security and safety plan as necessary. In determining whether the security and safety plan requires updating, the committee will take into account the results of the security and vulnerability assessment of the school, as described in Section IV below. The security and safety committee shall also be notified of any instances of disturbing or threatening behavior that may not meet the definition of bullying and shall report such information, as necessary, to the district safe school climate coordinator.

Any information provided under this regulation shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights and Privacy Act (“FERPA”) and the district’s Confidentiality and Access to Student Information policy and regulations. Specifically, any parent/guardian serving as a member of the school security and safety committee shall not have access to any information reported to the committee or participate in any activities which may compromise the confidentiality of any student.

II. Security and Safety Plan

Each school security and safety plan will be created using the format prescribed by the Connecticut State Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security. The Board will submit the finalized school security and safety plan for each school to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security Regional Coordinator. On or before November 1st of each school year, the Board will submit to the Department of Emergency Management and Homeland Security Regional Coordinators one of the following: (1) those pages of the district's plans that been updated; (2) the form provided by the Department of Emergency Management and Homeland Security that the district's plans have not changed, along with an updated signature page; or (3) a revised plan if a current plan has undergone a major revision.. Additionally, each plan will be filed as an annex to the municipality's Local Emergency Operations Plan, filed annually with DESPP/DEMHS pursuant to Conn. Gen. Stat. § 28-7. A reference kit that meets the requirements of DESPP/DEMHS will be created in conjunction with the security and safety plan, which will be available to first responders in the event of a safety or security emergency.

III. Training and Orientation for School Employees

Each school employee at the school shall receive an orientation on the district security and safety plan, including the school-specific annexes relevant to that employee, or the school's security and safety plan. Additionally, each school employee at the school shall receive violence prevention training in a manner described in the security and safety plan. The training will be conducted in cooperation with the school safety and security committee and may include other municipal or emergency officials and services. The goal of the orientation and training is to provide the school community and municipal officials with an understanding of the need for unified planning, preparedness and response.

IV. Assessments

At least every two years, the Board shall conduct a security and vulnerability assessment for each school in the district. Each school's security and safety committee shall be advised of the results of the assessment for the committee's school and such results shall be considered by the committee in updating and revising the security and safety plans.

Local law enforcement and other public safety officials including the local emergency management director, fire marshal, building inspector and emergency medical services representative shall each evaluate, score and provide feedback on a representative sample of fire drills and crisis response drills at each school in the district. By July 1st of each year, the Board shall submit a report to the Department of Emergency Management Homeland Security Regional Coordinator regarding types, frequency and feedback related to the fire drills and crisis response drills.

Legal References:

State Law:

Conn. Gen. Stat. § 1-210 (b)(19)

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222m

Conn. Gen. Stat. § 10-222n

Conn. Gen. Stat. § 10-231

Conn. Gen. Stat. § 28-7

State Standards:

Connecticut Department of Emergency Services and Public Protection, *School Security and Safety Plan Standards*.

Federal Guidance:

Federal Emergency Management Agency, *Guide for Developing High-Quality School Emergency Operations Plans*, June 2013

ADOPTED: _____

REVISED: _____

6/24/2016

Technical Rev. 11/5/2020

A recommended policy on this topic to consider

Instruction

Emergencies and Disaster Preparedness

Emergency Plans

The Board of Education, using a district security and safety committee (“DSSC”) composed of the Superintendent, **the Director of Security, and** ~~each building Principal, the business manager, the director of finance and~~ such other designated **district** personnel as the Superintendent may determine, shall develop and maintain the District’s emergency **operations** plans (“EOP”), **including district-level and individual school level security and safety plans**. ~~The committee shall rely on community involvement, including the chief executive officer of the municipality, law enforcement, fire, public health, and emergency management and emergency medical services in the development and planned review of the school security and safety plans.~~ Such security and safety plans shall utilize an all hazards approach and utilize the School Security and Safety Plan Template made available by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS). The district-level and individual schoolsite-level security and safety ~~emergency and disaster preparedness~~ plans shall be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System, and be based upon the School Security and Safety Plan Standards issued by the Department of Emergency Services and Public Protection. _

The Superintendent shall be responsible for the EOP in partnership with the Director of Security and the DSSC. The DSSC shall meet on a regular basis and shall be chaired by the Superintendent or his/her designee. DSSC will rely on community involvement, including but not limited to the chief executive officer of the municipality, law enforcement, fire, public health, and emergency management and emergency medical services to develop and maintain the EOP, including district-level and individual school-level security and safety plans. At least one Board of Education member shall serve as a Board liaison to the DSSC, and the Superintendent shall report to the full Board of Education on matters of security and safety promptly following each meeting of the DSSC.

Each school shall establish a school security and safety committee (“SSSC”) which will assist in the development and implementation of the individual school’s security and safety plan. The DSSC shall work closely with school Principals and their respective SSSC to develop district-wide and individual school security and safety plans and each such individual school security and safety ~~This~~ plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection. Each individual school security and safety plan and any subsequent changes thereto shall be approved in writing by the Superintendent.

The Board of Education shall direct the Superintendent and/or his designee to conduct a security vulnerability assessment of each school ~~shall be conducted~~ every two years; the results of which shall be incorporated into the EOP, including district-level and individual school school’s security and safety plans, and reported to the DEMHS Regional Coordinator. _

A crisis management plan will be developed and maintained as part of the EOP and shall ~~be~~

~~the local officials and the Safe School committee which will~~ ensure an established set of directives to guide the actions of those involved and responsible for the safety of students and property. The crisis management plan ~~shall is to~~ be developed and maintained within the context of the four recognized phases of crisis management, **(1) Preparedness**, ~~prevention~~, **(2) Response**, ~~evacuation~~ **(3) Recovery**, ~~lockdown~~ and, **(4) Mitigation**. ~~recovery.~~ Special In accordance with Policy 6114.1, district-level and school-level eEmergency response drill activities related to fire safety and other emergencies will be ~~planned and conducted implemented~~ by the District each Principal, in association with the Superintendent, director of security, director of maintenance, the police, the fire marshal or other civil authorities, to ensure adherence to EOP and individual school security and safety plan processes and procedures, incident command, internal and external communication, and the orderly movement and placement of students to the safest available space(s) should an emergency occur, including, but not limited, to the following:

- Severe weather
- Fire
- Flood
- Terrorism
- Missing student(s)
- Suicide
- Threatening person(s)
- Weapons/explosives found on school site
- Any other situation the Safe Schools Committee deems appropriate

P6114(b)

Instruction

Emergencies and Disaster Preparedness

Emergency Plans (continued)

The Superintendent, or his/her designee, is responsible for maintaining communication with other community agencies in order to share information on preparedness and planned emergency response procedures set forth in the EOP. It shall also be the responsibility of the Superintendent to ensure that each the school in the district s-works in cooperation with these other community agencies during such emergencies.

Emergency preparedness and response procedures should be periodically discussed with teachers, parents/guardians and students as deemed appropriate~~deemed necessary~~ by the district and/or individual school-level administrators~~building administration~~. Each classroom shall have ready access to emergency response procedures, including, but not limited to fire, safe school mode, shelter in place, and evacuation (“Classroom Emergency Materials”) and such Classroom Emergency Materials as are appropriate for public dissemination shall be made readily accessible to parents/guardians at the start of each school year and thereafter at any time upon request. ~~posted a copy of rules, lock down, evacuation and shelter in place signals, evacuation routes, and procedures to be followed for fire and tornado emergencies, terrorist attacks, and emergency evacuations.~~ All District personnel shall make themselves

familiar with these procedures.

Crisis management must be viewed as a continuous process in which all phases of the EOP are being reviewed and revised. The EOP must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5141.6 – Crisis Prevention/Response)
(cf. 5142 – Student Safety)
(cf. 6114.1 – Fire Emergency/Drills)
(cf. 6114.3 – Bomb Threats)
(cf. 6114.6 – Emergency Closings)
(cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Protection and Children’s Safety (Sections 86, 87, 88)

10-222m – School security and safety plans. School security and safety committees

10-222n – School security and safety plan standards

**6114
Form**

This sample letter contains some issues on which parents/guardians are deeply concerned. The purpose of this sample letter is to generate ideas for a similar letter designed to meet a district’s specific circumstances and plans.

Letter to Parents Regarding Student Safety

_____ PUBLIC SCHOOLS
_____, Connecticut

Date

Re: Student Safety

Dear Parents:

The District’s top priority is student safety. In addition to physical safety, the District is

concerned with the emotional well-being of students and will help students cope with an emergency or disaster and its aftermath. Our emergency and disaster response plans are as follows:

Safety Plans

The District has plans for the four phases of emergency and disaster management:

1. **Preparedness** – planning for an emergency or disaster event;
2. **Response** – planned response to an emergency or disaster event;
3. **Recovery** – the process of returning to normal operations; and
4. **Mitigation** – steps taken to minimize the effects of an emergency or disaster.

These plans are covered in each school's site-based safety plan. In addition, the District has a Safety Program Coordinator. Each school also has a Crisis Management Team.

Communications

The District monitors the Homeland Security Office and other emergency preparedness resources. The District will disseminate emergency information via its website, information hotline, through the media and by telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include evacuation, shelter-in-place or lockdown. For evacuation purposes, each school has at least one off-campus site where students and staff assemble. If the threat is chemical or biological in nature, to avoid contamination, we ask that no one enter or leave the building until it is safe to do so.

In the event your child's school is evacuated, the school will attempt to notify you as soon as possible at the home and/or emergency numbers provided previously to the school. The news media will also be notified.

All students at _____ School will go to _____. You may pick-up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, we request that you follow the instructions of the District's Safety Program Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal.

Thank you for your understanding, cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent of Schools

A recommended sample policy to consider.

Instruction

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than ~~thirty days~~ **ten days** after the first day of **school** each ~~school~~ year. **In addition to the initial fire drill, each school shall conduct a safe school mode drill, shelter in place drill, fire/campus evacuation drill, and a lockdown drill no later than thirty days after the first day of school. Afterwards,** a crisis response drill shall be substituted for one of the required monthly school fire drills every three months. **All emergency response drills shall be scheduled, and the results documented in the district's NaviGate Prepared system.**

Each Building Principal shall prepare a ~~definite~~ **comprehensive** fire emergency plan, ~~and furnish to all teachers and students information~~ as to route and manner of exit, **and furnish it to all staff and students.** Fire drills shall be planned ~~in such a way as~~ **and conducted** to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the ~~appropriate local law enforcement agency.~~ **District Security and Safety Committee (DSSC).** Further, a representative of the **local** law enforcement agency, **fire department, and/or town emergency management team** may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of **fire evacuation, safe school mode,** lockdown, **campus** evacuation, and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the **these** crisis response drills.

Principals shall ~~keep~~ **maintain** a record of all fire and crisis response drills held in their schools **in the Navigate Prepared system,** stating the date **and time** the drill was held, ~~and the time required to complete the drill for utilizing the appropriate response procedures, actions taken prior to the drill to notify parents/students of the drill, as well as actions taken following the drill to address opportunities for improvement.~~ **utilized in the drill.** They shall furnish such reports to the Superintendent or his designate ~~as may from time to time be required.~~

Local law enforcement and other local public safety officials shall **may** evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials ~~should~~ **may** evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes
10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)
P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's

Safety

10-222m – School security and safety plans. School security and safety committees

10-222n – School security and safety plan standards

Policy adopted:

rev 7/13

rev 3/16

DRAFT

CABE's suggested regulation.

Instruction

Fire Emergency Drills/Crisis Response Drills

In the event that fire is discovered in any of the school plants, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders including the local emergency management director, fire marshal, building inspector and emergency medical services representative. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Local law enforcement and other local public safety officials, as listed above, shall evaluate, score and provide feedback on fire drills and crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent. In the manner required, the Board of Education annually will submit reports of the fire and crisis response drills to the Department of Emergency Services and Public Protection.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

The District shall annually submit a report, by July 1, to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills, utilizing the DESPP/DEMHS template for such reports.

Instruction

Fire Emergency Drills/Crisis Response Drills

Legal Reference: Connecticut General Statutes

10-231 Fire drills (as amended by PA 00-220 and PA 09-131)

10-222m School security and safety plans. School Security and safety committees.

10-222n School security and safety plan standards

PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

DRAFT

Regulation approved:

rev 6/13

rev 3/16

Another version of this regulation.

Instruction

Fire Drills/Crisis Response Drills

Fire drills will be held at least once a month during the school year. The initial fire drill must be held not later than thirty days after the first day of each school year. Directions for egress of students from rooms are posted in each room.

A crisis response drill shall be substituted for the required fire drill once every three months in each District school. The local Police Department must be involved in the development of the crisis response drill format. A member of the Police Department may supervise and participate in the drill.

Local law enforcement and other local public safety officials, which include the local emergency management director, fire marshal, building inspector, and emergency medical services representative should evaluate and provide feedback on a representative sampling of fire/crisis drills each year.

1. Ringing the Fire Alarm

All fire alarms shall be rung by the Principal or someone designated by him/her. **NO OTHER PERSON** may ring the alarm, except as noted below.

If the fire alarm rings at any time and the Principal has not been responsible for ringing it, the Fire Department will respond immediately, since it will be assumed that there is a fire.

If a fire is discovered by an adult, he or she should sound the alarm without delay. If a student discovers a fire, he/she should notify the nearest adult who will ring the alarm.

2. General Rules

a. Teacher and School Personnel

- (1) During a fire drill all school personnel are to leave the building. The classroom teachers should be the last persons to leave their classrooms.
- (2) Teachers are responsible for the safe conduct of the students from their rooms to places of safety outside the building.
- (3) Teachers should instruct students to walk quietly to the exits. Classes then shall proceed to a safe distance from the building. Teachers and students should be positive they know where to go and how to get there.
- (4) Teachers should check that their whole class is out of the building. Windows and doors are shut by the teacher when rooms are emptied.

Instruction

Fire Drills (continued)

General Rules (continued)

- (5) Teachers should take their marking book with them during every fire drill, so that a roll may be taken.
- (6) The custodian checks the building.

b. Students

- (1) When the fire alarm sounds, all students should stop what they are doing; stand; form in line and walk out the proper exit in an orderly fashion.
- (2) Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
- (3) No student is to go back into the building until the outside bell is rung signaling that it is safe to return.
- (4) Students are not to run, shove or monitor exit doors.
- (5) Silence must be maintained so that students may hear the teacher's directions.
- (6) Students and teachers should stay as low as possible to avoid the inhalation of smoke.

3. Fire Drill Procedures

Building administrators are responsible for fire drill procedures in their own school. These procedures should be known by all staff and teachers.

4. Required Report

The Board of Education shall annually submit a report to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills. Such report, utilizing the DESPP/DEMHS template is to be filed annually by July 1.

Legal Reference: Connecticut General Statutes
10-231 Fire drills (as amended by PA 00-220 and PA 09-131)
10-222m – School security and safety plans. School Security and safety committees.
10-222n – School security and safety plan standards
PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

Regulation approved:

rev. 3/16

Instruction

School Security and Safety

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff, or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

Each school's School Security and Safety Committee (**SSSC**) will review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property with the exception of approved security personnel;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The Board shall **direct the Superintendent and/or his designee to** conduct a security and vulnerability assessment of each school ~~annually~~ **every two years** and use the results to maintain the District's Emergency Operations Plan and each school's security and safety plan.

Development of the District's Emergency Operations Plan and each school's security and safety plan will be the responsibility of the **Superintendent** ~~Director of Security~~ in partnership with the **Director of Security and the** District Security and Safety Committee (DSSC). The DSSC includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire, district security, superintendent, and emergency medical services personnel), as well as community partners such as public and mental health professionals and school based staff. The DSSC shall work closely with school **Principals and their respective SSSC** ~~based crisis response teams~~ to develop ~~district-wide and~~ building-specific emergency ~~management~~ **response** plans. Such plans shall be compliant with the National Incident Management System (NIMS), ~~and~~ incorporate the Incident Command System (ICS), and remain compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP).

Instruction

School Security and Safety (continued)

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** - addresses what schools and the District can do to reduce or eliminate the risk to life and property.
- **Preparedness** - focuses on the process of planning for the worst-case scenario.
- **Response** - is devoted to the steps to take during a crisis.
- **Recovery** - pertains to how to restore the learning and teaching environment after a crisis.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5131 - Conduct at School and Activities)

(cf. 5131.5 - Vandalism)

(cf. 5131.6 - Drugs/Alcohol and Tobacco)

(cf. 5131.8 - Out of School Misconduct)

(cf. 5131.9 - Gang Action by or Association)

(cf. 5141.6 – Crisis Management Plan)

(cf. 5146 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5147 - Suicide Prevention)

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5144 - Administering Medications)

Instruction

School Security and Safety (continued)

(cf. 5145 - Communicable and Infectious Diseases)
(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
(cf. 6114 - Emergencies)
(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-221 Boards of education to prescribe rules.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
52-572 Parental liability for torts of minors. Damage defined.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence).
Elementary and Secondary Education Act of 1965 as amended by the Gun Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Policy adopted: June 3, 2014
Policy revised: August 14, 2018

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

FOOD SERVICES PERSONNEL – CODE OF CONDUCT

-Page 1-

(Background Information for Policy Committee)

Federal regulations promulgated by the United States Department of Agriculture which regulates the Child Nutrition Programs (CNP) require entities that receive federal funds for CNP to develop and implement a written code of conduct to govern the performance of the entities' employees engaged in the procurement process for the CNP.

The CNP includes the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program and Summer Food Service Program. Included in the group of entities required to adopt the code of conduct are school districts that participate in the above-mentioned programs.

The regulations require the code of conduct to be in writing and enforced. The code of conduct is to prohibit employees from soliciting from prospective contractors any kinds of gifts, travel packages, and/or other incentives of value. However, the code of conduct must provide for gifts that are unsolicited and of nominal value which may be accepted by the employees.

In addition, the code of conduct is to prohibit employees from participating in the selection, award, and administration of a contract of procurement if the employees have a conflict of interest. The regulation defines conflict of interest to mean certain persons or entities connected to the employees who have financial or other interests in the potential contractors. These persons include the employee, any member of the employee's immediate family, the employee's business partner, or an entity or organization which employs or is about to employ any of the above persons. The code of conduct must also provide for disciplinary action against employees who violate the code provisions.

Policy Implications

A new policy, #3542.22, "Food Service Personnel-Code of Conduct," has been developed and follows for your consideration. Two versions are provided.

A sample policy to consider. (Federal regulations require a written code of conduct for employees engaged in the procurement process for the National School Lunch Program, School Breakfast Program and the Summer Food Services Program)

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the _____ School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The _____ School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

The purchase during the school day of any food or service from a contractor for individual use is prohibited.

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct (continued)

_____ Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.
3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the _____ School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

Resolution of Controversies

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

Business/Non-Instructional Operations

Food Service

Public Access to Procurement Information

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
 - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
 - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
 - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.
3. After acceptance, procurement information is available to the general public except as noted above.

(cf. 3320 – Purchasing Procedures)

(cf. 3323 – Soliciting Prices, Bids)

(cf. 3326 – Ordering Goods and Services, Paying for Goods and Services)

(cf. 3542 – School Lunch Service)

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 4118.13/4218.13 – Conflict of Interest)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

Business/Non-Instructional Operations

Food Service

Legal Reference: Connecticut General Statutes (continued)
10-216 Payment of expenses.
State Board of Education Regulations
10-215b-1 School lunch and nutrition programs.
10-215b-11 Requirement for meals.
10-215b-12 Reimbursement payments. (including free and reduced price meals)
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.
School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.
National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).
Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).
P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.
Nondiscrimination on the Basis of Handicap in Programs or Activities
Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.
2 CFR 200.318 General Procurement Standards

Policy adopted:
cps 6/15
rev 1/16

Another version to consider (Federal regulations require a written code of conduct for employees engaged in the procurement process for the National School Lunch Program, School Breakfast Program and the Summer Food Services Program)

Business/Non-Instructional Operations

Food Service

Food Service Personnel - Code of Conduct

In all applicable cases, food, food products, supplies, and equipment purchased with school food service funds shall be procured in accordance with the process and procedures established in District policies and in a manner that provides full and open competition consistent with the standards in applicable federal regulations.

The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by School Food Service Funds.

1. No District employee shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
 - a. District employee, officer, or agent;
 - b. Any member of his/her immediate family, (spouse, brother, sister, parent, son or daughter);
 - c. His/her partner;
 - d. An organization that employs or is about to employ one of the above.
2. District employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of a monetary value from contractors, potential contractors, or parties to sub-agreements. In determining whether an item is an impermissible gratuity or of monetary value, the definition of "gratuity" shall be anything of more than fifty dollars in value shall apply.
3. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
4. The removal of any food, supplies, equipment, or school property, such as records, recipe books and the like is prohibited.
5. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the District and the outside agency. Individual sales by any school personnel to an outside agency are prohibited.

Failure of any District employee to abide by the above stated code may result in disciplinary action, including, but not limited to, a fine, suspension, or dismissal.

Business/Non-Instructional Operations

Food Service

- (cf. 3320 – Purchasing Procedures)
- (cf. 3323 – Soliciting Prices, Bids)
- (cf. 3326 – Ordering Goods and Services, Paying for Goods and Services)
- (cf. 3542 – School Lunch Service)
- (cf. 3542.31 – Participation in the Nutritional School Lunch Program)
- (cf. 3542.33 – Food Sales Other Than National School Lunch Program)
- (cf. 3542.34 – Nutrition Program)
- (cf. 4118.13/4218.13 – Conflict of Interest)
- (cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
10-215a Nonpublic school and nonprofit agency participation in feeding programs.
10-215b Duties of State Board of Education re feeding programs.
10-216 Payment of expenses.
State Board of Education Regulations.
10-215b-1 School lunch and nutrition programs.
10-215b-11 Requirement for meals.
10-215b-12 Reimbursement payments. (including free and reduced price meals)
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751. School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.
National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).
Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).
P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.
Nondiscrimination on the Basis of Handicap in Programs or Activities.
Title 7 Chapter 11 of the Code of Federal Regulation Federal Management Circular A-102, Attachment 0 FNS Instruction 796-1 Revision 2.
2 CFR 200.318 General Procurement Standards.

Policy adopted:

cps 1/16

Mission-Goals-Objectives

Goals and Objectives

Goals of District

The Newtown Board of Education believes that the effectiveness of the educational program of Newtown Public Schools is based upon an agreed-upon set of goals, high expectations, continuous improvement, quality of instruction and learning environment, and civic responsibility.

Goals for Newtown Public Schools include:

1. Students develop and consistently demonstrate a skill set that includes problem-solving, critical and creative thinking, collaboration and application of technology.
2. In order to increase the quality of instruction and student knowledge, there needs to be a continuous process of evaluation of teaching and learning.

For both staff and students, continuous evaluation includes:

- Creating goals in collaboration with mentors
 - Defining timeframes by which goals will be completed
 - Defining measurement tools by which progress can be determined
 - Evaluating the effectiveness of goals and/or processes
3. In order to support a continuous evaluation of teaching and learning and chart a course for the future of Newtown Public Schools:
 - A strategic plan will be developed and evaluated at least every five (5) years.
 - The Newtown Board of Education and the Superintendent will develop, publish and evaluate district goals on a yearly basis.
 - The capital project planning will include providing the required facilities and technological infrastructure to support the staff and student body.
 4. Clear and concise communication will keep the community informed of the successes experienced in the Newtown Public Schools.
 5. Communication outside of the town of Newtown will provide students an opportunity for a broader perspective and appreciation of global affairs.
 6. To create an environment of optimal safety and security for teaching and learning.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

The Newtown Board of Education (the “Board”) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in an academic environment. Therefore, the Board endorses the goal to foster a culture of deliberate excellence to in which all students who have the capability, potential, or motivation ~~to~~ may access advanced academic curriculum and instruction. As a further part of that goal, the Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program, as may be provided by the Newtown Public Schools (the “District”).

To better realize such a goal, and in accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

“International Baccalaureate (“IB”) program” is a program that offers international education through four programs for students aged three (3) to nineteen (19). The four programs are: Primary Years, Middle Years, Diploma Program, and Career-related Program. Schools must be authorized to teach IB programs. Every authorized school is known as an IB World School.

“Prior academic performance” means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.
- GPA improvement over time
- Student interests and persistence
- The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student's student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan's academic component intentionally focuses on advanced course and program participation.

IV. Guiding Principles and Implementation

The Board is aware that marginalized groups may be ~~are~~ chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation or failure to identify students with potential, and fear of social isolation may prevent marginalized groups from enrolling in such courses or programs.

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The proceeding eligibility criteria will contribute to fostering greater equity in student participation in advanced courses or programs.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (March 2022 Draft)

DRAFT

Instruction

Gifted and Talented Students Program

The Newtown Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a each child identified by the Screening Team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Screening Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The Newtown Public Schools (the "District") shall provide educational programs for the gifted and talented, within budgetary constraints, which include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Programs (IEP) or Section 504 Plans, shall be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

Instruction

Gifted and Talented Students Program (continued)

The final determination in the identification of students as gifted and/or talented must be done by a Screening Team. The Screening Team charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs, who participate equally in the decision making process.

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

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

If a parent/guardian disagrees with the results of the evaluation conducted by the Screening Team, the parent/guardian has a right to a hearing.

As per state statute, the District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

The school district shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing gifted and talented-related services to those eligible students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Instruction

Gifted and Talented Students Program (continued)

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.
Conn. Gen. Stat. § 10-76xx Notification of students identified as gifted and talented. Adoption of policy re equitable identification of gifted and talented students.
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
Connecticut State Department of Education Guidance Regarding Identification and Service. SDE Guidance, March 2019,
P.A. 21 199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2

DRAFT

Instruction

Pilot Programs and Research Projects

Recognizing that research projects often furnish a sound basis for substantiating and /or improving the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and other professionals outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of sources.

Before the implementation of any research project or pilot program within the Newtown schools, the approval of the Board of Education Curriculum and Instruction Subcommittee shall be required. Research projects and pilot programs are defined as those which do not affect

- Total educational program;
- Program of the total grade level;
- Total grade level of any one school; or
- Program of the total department of any one school.

The Curriculum and Instruction Subcommittee's approval shall be based upon

- Documented need;
- Available research on program effectiveness;
- Alignment with the core beliefs and mission of the Newtown Public Schools;
- Collaboration with building-based leadership and the Curriculum and Instruction Subcommittee during the proposal development stage;
- Staffing and student selection implications;
- Projected costs for planning and future implementation; and
- Program evaluation criteria.

The foregoing shall be outlined in writing and presented to the Board of Education Curriculum and Instruction Subcommittee, which shall provide notice to the Board of Education.

A report of all research projects and pilot programs being carried on within the school system shall be provided to the Board of Education and Curriculum and Instruction Subcommittee for review of progress, with a final determination of next steps after one year of implementation.