

FREQUENTLY ASKED QUESTIONS

Q. How does the 2017-2018 budget request compare to last year's budget?

A. The school district has requested a 2.50% budget increase, which is \$1,217,807 more than the 2016-2017 operating budget of \$48,689,715 for a total request of \$49,907,522.

Q. Has the school district had any unanticipated costs in the 2016-2017 fiscal year that impacted the 2017-2018 budget request?

A. Yes, the district saw an increase in enrollment at Hurlbutt, which resulted in two additional teachers, 1 additional para educator and restoration of two team leaders per grade level at the elementary level. This increase resulted in a \$156,712 increase (excluding health insurance) and an additional \$58,606 in health insurance. Had this unanticipated increase in enrollment not occur the budget request would have been 2.06% rather than 2.50%.

Q. Has the school district been able to save money, avoid costs, and work more efficiently to preserve the educational program in the current budget?

A. Yes, here is a list of the savings/reductions (excluding insurance):

<i>Special Education Reductions</i>	<i>\$409,361</i>
<i>Facility Rentals</i>	<i>\$8,661</i>
<i>Open Choice Students</i>	<i>\$75,000</i>
<i>Non Resident Tuition</i>	<i>\$35,000</i>
<i>Copy Center</i>	<i>\$29,869</i>
<i>Technology Integrators</i>	<i>\$151,513</i>
<i>Facilities & Maintenance Re-organization</i>	<i>\$1,592</i>
<i>Technology Re-organization</i>	<i>\$25,260</i>
<i>Security Re-organization*</i>	<i>\$65,984</i>
<i>Maintenance Projects</i>	<i>\$13,442</i>
<i>Non Personnel Reductions & Re-allocations</i>	<i>\$65,454</i>
<i>WHS Staffing Re-allocations**</i>	<i>\$(3,412)</i>
<i>TOTAL</i>	<i>\$877,724</i>

Additionally insurance savings of \$138,330 were achieved through personnel changes/reductions. This results in total savings including insurance of \$1,016,054.

**Security Re-organization savings does not include AFSCME employee retained as the 8th security guard.*

***This represents an increase to the cost center as staff is re-allocated corresponding offsets are in other area's above.*

Q. What would the budget increase be, if we did not have these savings?

A. *The 2017-2018 budget request would have a 4.6% increase.*

Q. What are some areas of investment within the FY 2018 Budget?

Even while emphasizing fiscal efficiency, the administration has identified five featured areas for targeted investments.

- a. *Digital Learning & Technology*
- b. *Professional Learning & Growth*
- c. *Healthy Learning Environment*
- d. *Special Education*
- e. *Strengthening Elementary Administrative Support*

These areas of investment are discussed in the Executive Summary found on pages 15 through 27. Throughout each cost center of the budget you will find reference to highlighted investments.

Q. What are the strategic goals for FY 2018?

Framed by Weston's Strategic Goals, the FY 2018 Operating Budget will accelerate the district as a place known for intellectual rigor and caring. Four goals are paramount:

1. *Developing Global Citizens*
2. *Providing a Healthy Learning Environment*
3. *Supporting Digital Learning*
4. *Gauging Student Progress with Multiple Measures*

These four goals weave throughout the FY 2018 Operating Budget and have guided the administration to prioritize work to be maintained and the targeted investments in new arenas.

Q. What is the Projected Enrollment for the 2017-2018 School Year?

A. *We based our budget on an enrollment of 2,350 students. This projection is 23 students less than 2016-2017 for prek-12.*

Q. What data and needs drive the budget development process?

A. *Prior to the budget preparation process, the Board of Education develops budget assumptions, which guide how the budget is developed. These assumptions are outlined in the budget book on pages 12 through 14. The school district's budget provides resources to support Board of Education policies, and federal and state mandates.*

Q. Why is it important to maintain Interscholastic Sports Program and Co-Curricular programs?

- A. *The co-curricular program is a critical component to our student's experience. Weston Public Schools have a wide array of programs including interscholastic sports, clubs, student government, intramurals and theater in which our students participate. It is through this program that students develop independence, confidence, and a sense of responsibility. They learn to work collaboratively and involve themselves in community service projects. Their participation serves them well as they prepare for life beyond Weston.*

Regarding the Interscholastic Sports program, a total of seventy-three coaching positions are necessary to operate sixty-one teams. This budget includes the addition of two varsity assistant coaching position for girl's Cheerleading and Girls Basketball. These paid coaching positions are necessary for us to continue to provide a safe, educationally sound environment for our student-athletes.

A complete description of the Interscholastic Sports program budget request can be found on pages 148 through 156 of the Budget Book.

Q. We often hear that our budget is driven by salaries and employee benefits. This is true. What are the general wage increases for employee contracts?

- A. *Weston Administrators' Association: 2.25%*
Weston Teachers' Association: 1.20%
Non-Certified Staff – AFSCME: Negotiations Pending

Q. How does the pension system work? How much does the district contribute?

- A. *The school district does not fund any portion of the pension for employees that qualify for the State Teachers' Retirement Benefit (STRB). All teachers and most administrators qualify for this benefit. Teachers contribute 7.25% of their salary for this benefit, with the State of Connecticut funding the balance. The district's non-certified employees are covered by the Municipal Employee Retirement System (MERS), which is administered by the State of Connecticut. Contributions to this fund are based on gross salaries, with the employees contributing 2.25% and the school district funding 11.5% for 2017-2018. This contribution can be adjusted based on state funding.*

Q. Where can I find an electronic version of the budget?

- A. *An electronic version of the budget can be found on our website at www.westonps.org*



WESTON PUBLIC SCHOOLS

Noteworthy Achievements and Accomplishments 2015 – 2016

Weston High School - WHS Weston Intermediate School - WIS
Weston Middle School - WMS Hurlbutt Elementary School - HES



ACADEMIC KUDOS



ranked WHS #1 in Fairfield County, #4 in Connecticut, and #184 nationally

- The Class of 2015 had 15 Advanced Placement (AP) Scholars, eight AP Scholars with Honors, 44 AP Scholars with Distinction, and eight National AP Scholars.
- Ninety-four percent of the 536 AP exams taken in the spring of 2016 scored 3 or better on a 5-point scale.
- The Class of 2016 had a 25% acceptance rate with the *most competitive* colleges and a 47% acceptance rate with *highly competitive* colleges.
- A seventh grade student was a state finalist in the *Library of Congress Letters About Literature* writing contest.
- An eighth grade student participated in the statewide *National Geography Bee*.
- WMS and WHS students participated in the *National Spanish Exam*, the *National Latin Exam* and the *National French Contest*, many of them receiving gold, silver and bronze medals for their performance.
- Both WHS and WMS placed in the *State Mock Trial* competition; the WHS team competed at the national competition.
- The *Global Petri Dish Performance Assessment* and the *5th Grade Performance-Based Assessment* were selected by the Tri-State Consortium as exemplar assessments in the tri-state region
- The *WHS Science Olympiad* team participated in 23 science and technology events at UCONN.
- Sixth grade science and social studies students established *Guardians of the Water Galaxy* project and developed evidence-based proposals to alleviate a variety of global water issues. A number of students received real-world responses from national and international agencies.
- Two WMS students competed at the *National History Day* state competition and placed 1st and 2nd.
- WIS held its second annual science fair. Over 160 fourth and fifth grade students designed and carried out their inquiry projects.

EDUCATIONAL PROGRAMMING

- A fully-operational writing center, staffed by English teachers, opened at WHS.
- WHS Technology teacher received the *David Trigaux Award* in May 2016.
- An HES teacher earned the *Silver Medal Award of Excellence in Literacy* at Sacred Heart University.
- An HES teacher and curriculum leader was awarded the 2016 *Outstanding Literacy Leader Award* granted by the University of Bridgeport.
- HES second grade students voted to select the winner of the *Charter Oak Children's Book Award*.



A WHS English teacher received a grant from the *English Speaking Union of Greenwich* to attend a four-week summer institute in creative writing at The University of Edinburgh in Scotland.



HES students read for 2,752 miles to complete the trip from Weston, CT to Weston, OR, during *Read Across America Week*. Each reading minute was equal to 1 mi.



Inspired by the *One School-One Book* initiative, all HES students read *Maybelle In The Soup* by Katie Speck.



Thanks to generous funding from *WestonArts*, tenth grade English students had the opportunity to participate in a Shakespeare residency program.



DIGITAL LEARNING & TECHNOLOGY



A WHS senior videography student had his documentary selected to be screened at the *All American High School Film Festival*.



47% percent of WHS tech-engineering *Project Lead the Way* students were eligible for college credit through a combination of their year-long GPA and performance on a national end-of-course exam.



A WHS student applied the knowledge and skills he learned regarding 3D modeling to develop a custom bicycle part to meet his physical needs.



WHS students researched, created and produced video public service announcements fostering awareness of world health issues and disease prevention.



The math department sponsored an *Hour of Code*. Math teachers engaged students for part of their class using coding activities found at CODE.ORG.



WIS introduced a one-to-one student Chromebook initiative in Grades 4 and 5.



WIS offered an after school enrichment program called *Code Studio* specifically designed as an introductory experience in computer coding.



K-2 classes used databases to collect information for subjects they were studying to deepen understanding, ask new questions and create products to show new learning.



A kindergarten class piloted the use of an iPad app by using photos and voice recordings to document changes in their classroom plant's growth cycles.



A wiki article was created for second graders to study the history of Weston. Classes were able to contribute to the wiki by adding captions to the pictures from a field trip they took to a local historical site.

THE ARTS



- WHS advanced videography students won first place in the *Teen Safe Driving Video Contest* sponsored by the CT DMV and Travelers Insurance. They received a \$5,000 award.
- Two WHS videography students won first place in the Public Service Announcements in *The School for Ethical Education's 2015-2016 Integrity Works* public service announcement contest.
- Two WHS art students earned a silver medal and an honorable mention award in the *State of CT Scholastic Art & Writing Awards*. The pieces were on display at the Hartford Art School Silpe Gallery in January 2016.
- Ten WHS art students had artwork displayed in the fourth annual *Teen Visions High School Art Exhibition* at Sacred Heart University. Several students won awards including: 1st place for ceramic sculpture, 2nd place for pen drawing, watercolor painting, and photography.
- Two WHS art teachers were featured in professional art exhibitions this year.
- WHS *Advanced Contemporary Media Design* class was one of nine classes selected nationally to pilot the 2015-16 High School Model Cornerstone Assessment Pilot Project in Media Arts for the *National Coalition for Core Arts Standards*.

Art Jam!

The all-district art show, was held simultaneously at all four schools in a comprehensive district-wide exhibit of student art and music.

- Fourth graders explored how art can influence life by writing about their clay bowl sculptures.
- WHS *Unified Art* program created a collaborative art work for *Special Olympics of Connecticut*.
- WMS continued to participate in the *Weston-Bridgeport Music Exchange* program. In its eighth year of operation, this program brings together students from the WMS 8th Grade orchestra and the combined orchestras of High Horizons and Multicultural Magnet schools, from Bridgeport, Connecticut.
- Five WMS students were chosen to represent the district at the *Fairfield County Strings Festival*.



ATHLETICS

- WHS was the site of the 2016 Western Connecticut Time Trials for *Special Olympics*, with Team Weston competing the fifth straight year in track and field and aquatics.
- Five state championships: *Girls Swim and Dive, Boys Swim and Dive, Boys Skiing, Girls Tennis, Boys Tennis*.
- Six SWC championships: *Girls Swim and Dive, Girls Indoor Track, Boys Skiing, Boys Tennis, Girls Tennis, Girls Outdoor Track and Field*.
- 783 athletes, out of a possible 941 or 83%, earned academic awards while participating with a GPA of at least 3.0.
- WHS had 47 All-State athletes, five All-New England athletes and four All-American athletes.
- Of the 21 teams eligible, 18 were recognized for Sportsmanship by the SWC.

- WHS has been honored for the tenth year in a row as a *Michaels Achievement Cup Award* recipient for excellence in overall high school athletics.
- WHS has twice in the last six years received the *Overall Michaels Cup* as the *Most Exemplary, Outstanding Athletics Program* in the state of Connecticut.



SERVICE TO OTHERS

- WHS National Honor Society members completed a combined total of 834 hours of community service.
- Forty students from WHS participated in *Builders Beyond Borders* this past year traveling to Ecuador where the teams worked on three projects involving the construction of classrooms.
- HES students participated in the annual mitten drive, helping needy families from neighboring towns. *Art With a Heart* club at WHS raised money through bake sales to donate to two causes: Vuria, our adopted elephant, and United with Kenya, to support improvements in the water system.
- National Art Honor Society* volunteered time to paint wall murals at Adam's House, a grief education center, established by the Adam Wysota Foundation.
- Members of the *National Spanish Honor Society* tutored fellow students in WHS and WMS, as well as provided service hours in many other organizations in the area.
- WHS Student Government supports community service both at the grade and whole school level.
- Each sports season, we "Shine-a-Light" on a charity in hopes to bring the school and sports community together.
- WHS Student Government has been active with the *Save the Children Foundation* by sponsoring four students from around the world in 2015.
- WMS students participated in a penny collection event which raised \$748.73 for the *Save the Children Foundation*.
- WHS Social Studies Department has partnered with the *Weston Historical Society* in supporting their WWII exhibit for the 2016-2017 75th Anniversary year.
- The WMS community supported the annual holiday toy drive by donating 1,020 items to the *Columbus Annex Public School* in Bridgeport.
- Every HES classroom donated a holiday gift basket filled with food and gifts for local families.
- HES second grade students sang for Weston seniors at their holiday luncheon in December.
- HES students collected canned goods for those in need during the week leading up to the "Souper Bowl."
- HES classes participated in the *Paper Bag Challenge* and collected food for the Weston Food Pantry.
- All HES classes participated in a "trash-free snack" day to help the earth.
- HES students sent hugs with messages to hospital patients, soldiers, senior citizens, etc.

EDUCATION MANDATES ON LOCAL SCHOOL DISTRICTS

According to the Connecticut Conference of Municipalities, there are more than 1,200 unfunded or only partially funded mandates that have been passed down to cities and towns costing local taxpayers millions of dollars each year.

STATUTE (CGS §) / PUBLIC ACT (PA)	MANDATES
<i>Local and Regional Board Compliance with State Education Interests</i>	
<u>10-4a</u>	<ul style="list-style-type: none"> ● Finance educational program at least at minimum requirement. ● In order to reduce racial, ethnic, and economic isolation, provide educational opportunities for students to interact with students and teachers from other racial, ethnic, and economic backgrounds.
<u>10-4b</u>	Comply with order of State Board of Education (SBE) to remedy any failure or inability of a school district to implement the educational interest of the state.
<i>Public School Information Systems</i>	
<u>10-10a</u>	Participate in State Department of Education's (SDE) statewide public school information system and report required information on students and teachers.
<u>10-10b</u> , as amended by <u>PA 11-70</u>	Include unique identifiers or state-assigned student identifiers on student transcripts.
<u>10-10c</u> , as amended by <u>PA 12-116</u>	Implement new SDE system of accounting ("Chart of Accounts") for school revenues by filing annual financial reports beginning in FY 15.
<i>State-wide Mastery Examination</i>	
<u>10-14n</u>	<ul style="list-style-type: none"> ● Administer state mastery tests to students in grades 3-8 and 10. ● Certify on student's permanent record and transcript if a student exceeds the mastery goal level on each component of the 10th grade exam.
<i>Reading Assessments for Kindergarten to Grade 3</i>	
<u>10-14t</u> , as amended by <u>PA 12-116</u>	Use new SDE reading assessments to identify K-3 students who are reading at a level below proficient, beginning with the school year starting July 1, 2013.
<i>Length of School Year</i>	
<u>10-15</u> & <u>10-16</u>	Provide 180 days and 900 hours of school sessions per year. No rescheduled sessions on Saturday or Sunday.
<i>Access to Student Records</i>	
<u>10-15b</u>	<ul style="list-style-type: none"> ● Provide parents or the courts access to students' records. ● Mail school notices to parent or guardian with whom the student does not primarily reside when they mail them to the other parent or guardian.
<i>Prohibition of Discrimination</i>	

<u>10-15c</u> , as amended by <u>PA 11-55</u>	<ul style="list-style-type: none"> ● Open schools to all five-year-olds, without discrimination. ● Open schools to all children and give them an equal opportunity to participate in school activities, programs, and courses of study without discrimination on account of gender identity or expression.
<i>Educational Opportunity for Military Children</i>	
<u>10-15f</u>	Follow uniform standards to facilitate placement, enrollment, graduation, data collection, and other decisions involving children in grades K-12 when they move to other states because their parents are deployed on active duty in the U.S. Armed Services.
<i>Silent Meditation</i>	
<u>10-16a</u>	Provide an opportunity for silent meditation at the beginning of each day for students and teachers who want it.
<i>Prescribed Courses of Study</i>	
<u>10-16b</u> , as amended by <u>PA 11-136</u>	<ul style="list-style-type: none"> ● Provide the prescribed courses of study. ● Attest that the instruction is planned, ongoing, and systematic. (The courses of study include arts, career education, consumer education, health and safety, language arts, mathematics, physical education, science, social studies, and, in secondary school, world language and vocational education.) ● Exempt deaf or hearing impaired student from any world language requirement if the student's parent requests it in writing. ● Include American Sign Language as a world language when offering instructional programs.
<u>10-16e</u>	Exempt students from participation in family life education on written notice from parents.
<i>Establishment of Graduation Date</i>	
<u>10-16l</u>	Hold graduation ceremonies no earlier than 185th day of originally adopted school calendar (with exceptions).
<i>English Language as Medium of Instruction</i>	
<u>10-17</u>	Hold all classes in English, except for bilingual and English for Speakers of Other Languages (ESOL) programs.
<i>Bilingual Education Programs</i>	
<u>10-17e, f</u>	<ul style="list-style-type: none"> ● Annually ascertain the dominant language of district children and provide bilingual education if there are 20 or more children with a single dominant language other than English. ● Discontinue bilingual education for students who fail to meet the state's English mastery standard after 30 months in a bilingual education program. ● Provide a program on democracy that allows students to learn about the branches of government in a participatory manner as part of their third, fourth, or fifth grade curriculum.
<i>Curriculum and Instruction Materials and Exemptions</i>	

<u>10-18</u>	Provide a program of U.S. history and the duties of citizenship.
<u>10-18a</u>	Select textbooks that reflect the achievements of individuals of both sexes, all ethnic backgrounds, and all races.
<u>10-18c</u>	Exempt students from any firearm safety program the district offers, upon a parent's request, and provide them with an opportunity for study.
<u>10-19</u>	<ul style="list-style-type: none"> ● Provide alcohol, nicotine, and drug education. ● Annually attest to the SBE that all students receive the education. ● Provide AIDS education. ● Adopt a policy to exempt students from AIDS education upon parental request.
<i>Days Proclaimed by the Governor</i>	
<u>10-29a</u>	Observe Martin Luther King Day, Pan American Day, and other special days on the day designated or on the last school day before the holiday.
<i>Towns with No High School</i>	
<u>10-33</u>	Designate a high school in another district if the district does not have its own high school, and pay tuition for students to attend that high school.
<u>10-35</u>	Give at least one year's notice of discontinuance of high school service to nonresidents.
<i>Regional Agricultural Science and Technology Education Centers</i>	
<u>10-64</u>	If school does not offer vocational-agriculture (vo-ag) training, designate a school that students may attend. Pay tuition and reasonable and necessary costs of transportation to the vo-ag training.
<u>10-65</u>	<ul style="list-style-type: none"> ● If a school district does not maintain a vo-ag center, allow its students to enroll in one or more other districts' center in numbers that are at least equal to (1) the number specified in any written agreement it has with a vo-ag center or (2) if there is no written agreement, the average number of its students enrolled in the center during the three previous school years. ● If a district does not maintain a center, also provide enrollment opportunities for 9th graders in each center it designates that are at least equal to (1) the number of 9th graders specified in its written agreement with each center or (2) the average number of 9th graders that enrolled in each designated center or centers over the preceding three years. ● If a district provided opportunities for its students to enroll in more than one center in the school year starting July 1, 2007, continue to do so in the numbers required by law.
<i>Charter Schools</i>	

<u>10-66ee</u>	<ul style="list-style-type: none"> ● Pay agreed-upon amount, including extra for special education, to any local charter school in the district that a student from the district attends. ● Provide transportation for district students to any charter school located in district. ● Hold planning and placement team (PPT) meeting for charter school student who lives in district and requires special education, and pay the extra cost for special education services to charter school.
<i>Adult Education</i>	
<u>10-69</u>	<ul style="list-style-type: none"> ● Provide adult education including U.S. citizenship instruction, English for limited English-speaking adults, and elementary and secondary completion programs. ● Only provide an adult education diploma upon completion of 20 credits in specified subjects. ● Award specified adult education credits for experiential learning, successfully completed courses at state-accredited schools or colleges, successfully passing tests, and independent study.
<u>10-70</u>	Provide rooms and other facilities for adult education classes.
<u>10-73a</u>	Charge no fees for adult education courses the law requires.
<i>Special Education Programs and Services</i>	
<u>10-76b, 10-76d, & 46a-150-153</u>	<ul style="list-style-type: none"> ● Follow SDE regulations on the use of physical restraints and seclusion on students receiving or awaiting eligibility determinations for special education services in public schools. ● Tell pupils, parents, guardians, and others standing in the place of parents about (1) the laws and regulations governing the use of physical restraints and seclusion and (2) related student and parental rights at the first PPT meeting involving the student's individualized educational program (IEP). ● Report to SDE on use of restraint and seclusion.
<u>10-76d</u>	<ul style="list-style-type: none"> ● Identify children who require special education, provide special education, notify parents when children may require special education, maintain records, report annually on the progress of special education children in private institutions, and submit the report to the SBE upon request. ● Provide transportation to special education students to and from the child's residence, unless the district makes another arrangement with the student's parents. ● Be financially responsible for resident students receiving special education outside the district.

	<ul style="list-style-type: none"> ● Be financially responsible for cost of special education for one calendar year for any child placed in the district by a state agency whose home district cannot be identified. ● Not require a student to get a prescription drug before he may go to school, be evaluated to determine special education eligibility, or receive special education. ● If providing special education, offer to meet with student's parents, upon their request, after student has been assessed for possible placement in special education but before the planning and placement team (PPT) meeting. ● Provide parents with copies of the assessment and evaluation results used to determine special education eligibility at least 3 school days before the referral PPT meeting. ● Provide parents with any SDE information and resources relating to IEP as soon as a student is identified as eligible for special ed.
<u>10-76h</u>	Comply with special education hearing procedures.
<u>10-76m</u>	Comply with special education audit requirements.
<u>10-76dd</u>	Employ the requisite number of certified and licensed staff to implement each child's IEP.
<u>10-76ee</u>	Include an administrator, not necessarily the principal, in each PPT meeting.
<u>10-76ff</u>	Follow statutory procedures in identifying whether children require special education.
<u>10-76gg</u>	Provide SDE with information on race, ethnicity, and disability category of children requiring special education.
<u>10-76ii</u>	Starting July 1, 2012, provide applied behavioral services by properly licensed personnel to children with autism spectrum disorder whose IEP or Section 504 plan requires it.
<u>10-76jj</u> , as amended by <u>PA 12-173</u>	If an IEP is for a child identified as deaf or hearing impaired, include a language and communication plan developed by the child's PPT.
<u>10-92a</u>	Give teachers access to resources within the district to assist any student not eligible for special education but who has a communicative, motor skills, or physical problem.
<i>Transportation to Vocational Schools</i>	
<u>10-97</u>	Pay tuition and transportation costs for students to attend a school board-designated vo-ag school and transportation costs for students attending a vocational-technical (VT) school.
<i>Teacher Certification</i>	
<u>10-145</u> , as amended by <u>PA 11-27</u>	<ul style="list-style-type: none"> ● Employ state-certified teachers, supervisors, administrators, special service staff members, and school superintendents. ● Employ substitutes only if they have bachelor's degrees, unless SDE waives the requirement.

10-145b

- Superintendent or designee must observe, guide, and evaluate the performance of teachers with initial educator certificates.
- Make 18 hours of continuing education available to certified employees and attest to SDE that these professional development activities meet statutory standard.
- Fully consider priorities relating to student outcomes as determined by SBE when establishing professional development activities for certified employees.
- Report to the education commissioner when it dismisses an employee who holds an SBE credential for moral misconduct under the teacher employment law.

10-145f

Upon receiving notice from the SDE, notify in writing teachers whose provisional certificates will expire in next 12 months.

Teacher Mentoring

10-145o

- Develop a three-year plan for its participation in the Teacher Evaluation and Mentoring (TEAM) program that meets statutory requirements.
- Form, with teachers' union representatives, a local or regional coordinating committee or committees to guide its activities under the plan.
- Develop an annual budget based on its plan and submit it to SDE to receive state assistance for TEAM Program activities.
- Recruit mentors from within and outside the district and assign them to work with the district's beginning teachers.
- Ensure coverage by substitute teachers to allow mentors and beginning teachers to participate in the TEAM Program.
- Communicate regularly with beginning teachers about training opportunities, workshops, and support groups.
- Coordinate the TEAM Program with the district's teacher evaluation and supervision program, but keep the two separate.
- Through the coordinating committee, verify that beginning teachers have completed the TEAM Program requirements for a provisional certificate and attest to that fact and that the teacher is eligible for the provisional certificate.
- Ensure that schools (1) administer the state's online needs assessment to establish beginning teachers' goals and priorities for their individualized mentoring plans; (2) review and approve teachers' plans; (3) organize mentoring opportunities by grade, department, or specialty; (4) make time available for teachers to achieve their mentoring plan goals; (5) coordinate mentors' and teachers' activities and schedules to ensure proper implementation of the district plan; and

	<p>(6) submit an annual report on mentor and teacher activities to the district's coordinating committee for review and approval.</p> <ul style="list-style-type: none"> ● Develop three-year plans that incorporate SDE's goals and instructional priorities along with local community and student needs. ● Once a teacher completes the learning modules and successfully passes the district coordinating committee's final review, submit to SBE the names of the teachers eligible for provisional certificates. ● Not consider a teacher's completion of the TEAM Program as a factor in any decision to continue the teacher's employment.
Early Childhood Teacher Examination	
<u>10-145r</u> , as amended by <u>PA 12-116</u>	Require K-3 teachers to take the practice version of the SBE- approved reading instruction exam, beginning July 1, 2014; each board must annually report the practice exam results to the SDE.
Professional Development	
<u>10-148a</u> , as amended by <u>PA 12-116</u>	Make available, at no cost, at least 18 hours of individual and small group professional development each school year for certified employees.
Teacher Employment	
<u>10-151</u> , as amended by <u>PA 11-136</u>	<ul style="list-style-type: none"> ● Follow specified criteria and procedures for employing and terminating teachers. ● Notify nontenured teachers by May 1 if their contracts will not be renewed for the following year.
<u>10-151a</u>	Provide copies of personnel records to certified employees upon request.
Teacher Evaluation	
<u>10-151b</u> , as amended by <u>PA 12-116</u>	Evaluate teachers annually, rather than continuously, consistent with new SBE guidelines; include support as well as evaluation.
Disclosure of Teacher Records	
<u>10-151c</u>	Obtain consent before releasing teachers' performance records.
<u>10-151e</u> , as amended by <u>PA 11-93</u>	Provide the DCF commissioner, upon her request and for the purpose of investigating suspected child abuse or neglect by a teacher the board employs, any records the board maintains or keeps on file, regardless of another law (<u>CGS § 10-151c</u>) that provides that records kept by school boards generally are not subject to disclosure under the Freedom of Information Act.
Training for Teacher Evaluation	
<u>10-151h</u> , as amended by <u>PA 12-116</u>	Provide training for all evaluators and orientation to all teachers regarding the evaluation and support program before the program is implemented (but no later than July 1, 2014).
Teacher Employment Discrimination	
<u>10-153</u> , as amended by <u>PA 11-55</u>	Not discriminate on the basis of sex, marital status, or on account of gender identify and expression in the employment or compensation of teachers.
Labor Practices and Dispute Resolution	

<u>10-153d</u>	<ul style="list-style-type: none"> ● Negotiate with the teachers' union and meet with the town fiscal authority within 30 days of starting negotiations. ● Permit finance board or board of selectmen member to be present during negotiations.
<u>10-153e</u>	Not engage in prohibited labor practices regarding collective bargaining.
<u>10-153f</u>	Participate in mediation and, if negotiations end in impasse, binding arbitration.
<u>10-155f</u>	Not require that teachers live in the district.
<u>10-156</u>	Allow certified employees at least 15 sick days each year and allow them to accumulate at least 150 days.
<u>10-156a</u>	Guarantee teachers a duty-free lunch, scheduled for a single period of consecutive minutes.
<u>10-156c</u>	Impose no penalty on military reservists for a military leave.
<u>10-156d</u>	Reemploy professional employees after military service.
<i>Superintendents</i>	
<u>10-157</u>	Appoint a superintendent to supervise the schools and serve as school board CEO.
<i>Retirement</i>	
<u>10-183n</u>	<ul style="list-style-type: none"> ● Notify teachers about to be employed of teacher retirement provisions affecting them, and make proper deductions and forward them to state treasurer. ● Transmit reports and other supporting information that the Teachers' Retirement Board (TRB) requires when transmitting monthly teacher retirement contributions.
<u>10-183t</u>	Allow retired teachers from the district who are not participating in Medicare Part A and B to continue participation in any group health insurance plan the district maintains for active teachers and charge retirees a premium no greater than that charged to active teachers for the same coverage.
<u>10-183y</u>	<ul style="list-style-type: none"> ● Before reemploying a retired teacher, certify to TRB that no other qualified candidate is available. ● Make temporarily reemployed retirees eligible for active teachers' health plan. ● Send notice of rehired retirees to TRB at the beginning and end of assignment.
<i>Refusal of Special Education Services</i>	
<u>10-184a, as amended by PA 12-173</u>	If providing special ed services to a student whose parents choose to send him/her to private school, the services must comply with the federal Individuals with Disabilities Education Act (IDEA).
<i>School Attendance</i>	
<u>10-186, as amended by PA 11-115</u>	<ul style="list-style-type: none"> ● Provide school accommodations, including transportation, for all district students; notify the alleged responsible school board of any

	<p>child to whom it denies accommodations; and follow hearing procedures for denial.</p> <ul style="list-style-type: none"> ● Provide school accommodations to students seeking readmission after dropping out of school no later than three days after they ask for it, as long as they seek readmission no later than 10 days after terminating enrollment. ● Immediately enroll or re-enroll a student transferring from either of the unified school districts (USDs) run by the departments of Correction and Children and Families (USD #1 and USD #2, respectively). ● Re-enroll such a student in his or her former school, if the student went to school in the district before attending school in a USD and the former school has appropriate grades for the student.
<i>Certificate of Age</i>	
<u>10-193</u>	Furnish employers with certificates of age for minors in certain occupations.
<i>Truancy</i>	
<u>10-198a</u> , as amended by <u>PA 11-136</u>	<ul style="list-style-type: none"> ● Adopt and implement specific truancy policies for children in grades K-8 and report the number of habitual truants to SDE annually. ● Notify the parent of a child's absence by mail as well as by phone. ● In the mailed notice, warn that two unexcused absences in a month or five in a year could lead the school superintendent to file a family with service needs (FWSN) complaint. ● File a FWSN complaint within 15 days after a parent fails to attend the meeting with school officials or otherwise fails to cooperate in addressing his or her child's school absences.
<i>School Health and Sanitation</i>	
<u>10-203</u>	Keep schools in a clean and sanitary condition.
<u>10-204a</u>	Require students to be protected by certain immunizations.
<u>10-205</u>	Appoint a school medical advisor if the town's population is 10,000 or more and prescribe the functions and duties to carry out statutory requirements.
<u>10-206</u>	<ul style="list-style-type: none"> ● Require students to have health assessments before school enrollment, in grade six or seven, and in grade nine or 10. ● Report each asthma diagnosis to the local health department and the Department of Public Health regardless of whether it is recorded on student health assessment forms.
<u>10-206a</u>	Provide free health assessments for low-income students.
<u>10-206c</u>	<ul style="list-style-type: none"> ● Require all students in jurisdiction to report whether they have health insurance.

	<ul style="list-style-type: none"> ● Provide information on state-sponsored health insurance programs for children, and application assistance, to each uninsured student's parent or guardian.
<u>10-208a</u>	Honor written notice from health practitioners about students' physical restrictions.
<u>10-209</u>	<ul style="list-style-type: none"> ● Keep student medical records confidential. ● Designate a representative to receive reports on health assessments and immunizations from medical providers.
<u>10-212</u>	Appoint one or more school nurses.
<u>10-212a</u>	<ul style="list-style-type: none"> ● Adopt written policies and procedures, approved by the school medical officer, if school board allows a school nurse or other authorized personnel to give students medicine or allows a student to self-administer medicine. ● Keep records of, and store, controlled substances as required by the public health commissioner. ● School nurse or principal must select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him or her from serious harm or death. ● Provide general supervision to the qualified employee through the school nurse.
<u>10-212b</u>	Adopt policies prohibiting school personnel, with certain exceptions, from recommending psychotropic drugs for any child.
<u>10-212c</u>	<ul style="list-style-type: none"> ● Implement a plan, based on state guidelines, for managing students with life-threatening allergies enrolled in their schools. ● Make plans for managing students with life-threatening food allergies publicly available on the Internet or otherwise. ● Implement SDE and DPH plan for managing students with glycogen storage disease enrolled in schools in their jurisdictions by Aug. 15, 2012. ● Make these plans available on the board's or each school's website, or by some other means if no website exists. ● Provide notice about the plan to parents/guardians, along with the written statements about pesticide applications that must be provided by law. ● Have superintendents attest annually to SDE that their districts are implementing the plans.
<u>10-212d</u>	<ul style="list-style-type: none"> ● If funding is available, have at each school, (1) an automatic external defibrillator (AED) and (2) school staff trained in its use and in cardiopulmonary resuscitation (CPR).

	<ul style="list-style-type: none"> ● Develop emergency action response plans for the appropriate use of school personnel to respond to individuals experiencing sudden cardiac arrest or similar life-threatening emergencies.
<u>10-214</u>	Provide annual vision screenings to pupils in grades one through six and nine; audiometric screenings in grades K through three, five, and eight; and postural screenings in grades five and eight.
<u>10-217a</u>	Provide the same health services for private school students as for public school students.
<u>10-217e</u>	Not purchase art materials unless they have requisite warning labels.
<i>Duties of Local and Regional Boards of Education</i>	
<u>10-218</u>	Hold board meetings at least once every six months, elect officers, and record minutes for public inspection.
<u>10-220, as amended by PA 11-85, PA 11-93, & PA 11-136</u>	<ul style="list-style-type: none"> ● Maintain good public schools. ● Implement the educational interests of the state. ● Give all children in the district as nearly equal advantages as practical. ● Provide adequate instructional materials, equipment, staffing, facilities, and technology. ● Allocate resources equitably among schools. ● Maintain facilities properly. ● Provide a safe school setting. ● Make a continuing study of need for school facilities and of a long-term school building program and make recommendations to the town based on the study. ● Adopt and implement an indoor air quality program that provides for ongoing maintenance and facility reviews as necessary. ● Annually report to the education commissioner on the condition of facilities and actions taken to implement the long-term facility plan and indoor air quality program. ● Advise the commissioner on the relationship between individual school building projects for which the town is seeking state assistance and the long-term school building program. ● Care for and maintain school facilities and property. ● Insure school buildings and property and carry minimum insurance equal to 80% of their replacement cost.

- Determine the number, age, and qualifications of the pupils admitted to each school.
- Develop and implement a written minority staff recruitment policy.
- Employ and dismiss teachers.
- Designate the schools each child in the district attends.
- Provide the opportunity for children between the ages of five and 18, who have not graduated from high school to attend school and provide reasonable and desirable school transportation for such students.
- Limit student transportation contracts to no more than five years.
- Prepare a statement of district educational goals consistent with statewide goals.
- Develop student objectives that relate to the goals and identify specific expectations for student knowledge, skills, and competence.
- Annually attest to the commissioner that instruction is based on the district's educational goals.
- Submit an annual strategic school profile report to the commissioner that includes information on parental involvement.
- Every five years, provide a uniform inspection and evaluation program of the indoor air quality within schools and make the results public.
- Establish a school district curriculum committee to recommend, develop, review, and approve all curricula in the district.
- Include in the district's strategic school profile the number of students enrolled in board of education or regional educational service center (RES-C)- operated adult high school credit programs.
- Include truancy measures in the strategic school profile reports.
- Include, in the narrative part of the strategic school profile, a description of board's actions to reduce truancy.
- Include implementation of the green cleaning program (see below) in each school in biennial report of SDE on condition of school facilities.
- Annually establish student objectives for each school year that identify specific expectations for students' skills, knowledge, and competence.
- Maintain in a central location records of investigations of allegations of child abuse or neglect against a school employee.

<i>In-service Training</i>	
<u>10-220a</u>	<ul style="list-style-type: none"> ● Provide in-service training program for teachers and other professional staff. ● Develop and implement a professional development plan directly related to the district's goals and that provides for ongoing and systematic assessment and improvement of teacher evaluation and professional development. ● Establish a professional development committee to, among other things, develop, evaluate, and annually update the district's professional development plan. ● In-service training for certified employees must include information on preventing teen dating violence and domestic violence. ● Include requirements for mandated child abuse and neglect reporters in in-service training. ● Provide information on teacher evaluation and support program as part of regular in-service training for certified teachers, administrators, and pupil personnel. ● Offer information on implementing student IEPs as part of in-service training for certified personnel.
<i>Student Recruitment</i>	
<u>10-220d</u>	<ul style="list-style-type: none"> ● Provide full access for recruiting by regional V-T, vo-ag, charter, and interdistrict magnet schools and interdistrict student attendance programs. ● Inform middle and high school parents that tech and vo-ag programs are available; post info about options on board website.
<i>Weighted Grading</i>	
<u>10-220g</u>	Establish a written policy on weighted grading for honors and advanced placement classes.
<i>Transfer of Student Records</i>	
<u>10-220h, as amended by PA 11-115</u>	<ul style="list-style-type: none"> ● When a student moves into a district, notify the student's old district in writing, within two business days. Old district must send student records to new district within 10 business days. If student's parents have not authorized the records transfer, old district must send them a written notice when it transfers the records. ● Credit students for all instruction received from USD #1 (Dept. of Corrections) or # 2 (Department of Children and Families) within 30 days of receiving records from USD #1 or #2.
<i>Student Health Equipment</i>	
<u>10-220i</u>	Not deny a student access to school transportation service solely because the student must carry a cartridge injector while traveling in a school transportation vehicle.

<u>10-220j</u>	Not prohibit blood glucose self-testing by children who have a written medical order to do so.
<i>Records for Students in Detention Facilities</i>	
<u>10-220k, as amended by PA 12-116</u>	<ul style="list-style-type: none"> ● If a student being held at the Connecticut Juvenile Training School or in a community detention facility is enrolled in the school district, provide the student's educational records to the facility on request and without the parent's written permission. ● If the records are supplied without parental permission, notify the parent or guardian at the time of releasing the records.
<i>Board of Education Rulemaking</i>	
<u>10-221</u>	<ul style="list-style-type: none"> ● Make rules for the public schools and for the control of school library media centers and approve selection of books and other media for them. ● Approve plans for public school buildings. ● Develop and implement policies about homework, attendance, promotion, retention, drug use or possession, youth suicide prevention and attempts, and encouraging parental involvement. ● Policies to encourage parent-teacher cooperation must require school districts to hold two flexible parent-teacher conferences per year.
<i>High School Graduation Requirements</i>	
<u>10-221a, as amended by PA 11-135</u>	<ul style="list-style-type: none"> ● Require students to complete the state graduation requirements before graduating from high school. ● Starting with 7th graders in the 2015-16 school year, provide adequate support and remedial service to enable them to meet higher high school graduation requirements taking effect for the classes of 2020 and after. ● For students unable to meet the requirements in the regular way, provide an alternative way to meet them. ● Create an annual student success plan for each student, starting in grade six. The plans must include the student's career and academic choices in 6th through 12th grades.
<i>Military Recruiters</i>	
<u>10-221b</u>	Provide the same directory information to military as to other recruiters and establish a written, uniform policy for the treatment of all recruiters.
<i>Transportation Safety</i>	
<u>10-221c</u>	Record and annually report school transportation complaints to the motor vehicles commissioner and report accidents to the commissioner within 10 days.
<i>Criminal Records Checks of Personnel</i>	

<u>10-221d</u> , as amended by <u>PA 11-93</u>	<ul style="list-style-type: none"> ● Require job applicants, including student teachers, to undergo a criminal record check, arrange for fingerprinting, and forward prints to the State Police. ● Notify SBE if it receives notice that a student teacher has been convicted of a crime. ● Require applicants for jobs in public schools that require state certificate or other state credential to undergo a check against the Department of Children and Families (DCF) child abuse registry.
<i>Instructional Time and Facility Usage Assessment</i>	
<u>10-221g</u>	Conduct an instructional time and facility usage assessment to maximize student learning and community use of facilities.
<i>Lunch and Recess</i>	
<u>10-221o</u>	<ul style="list-style-type: none"> ● Offer full-day students a daily lunch period lasting at least 20 minutes. ● Include a total of 20 minutes of physical exercise in each regular school day for K-5 students (except special education students or students on Individualized Education Programs with a different exercise schedule).
<u>10-221p</u>	Make nutritious low-fat food available in schools at all times when food is available for students to buy.
<u>10-221q</u>	Sell only certain healthy beverages to students in schools.
<i>Advanced Placement Courses</i>	
<u>10-221r</u> , as amended by <u>PA 11-136</u>	Provide high-school-level courses, including those for which advance placement exams are available, that (1) offer college- or university-level instruction for which students may earn college credit and (2) are approved by SBE.
<i>Child Abuse and Neglect</i>	
<u>10-221s</u> , as amended by <u>PA 11-93</u>	<ul style="list-style-type: none"> ● Permit and give priority to any child abuse or neglect investigation that DCF or local law enforcement is conducting. ● Conduct its own investigation and take disciplinary action in accordance with the law when it receives notice from the DCF commissioner or the law enforcement agency that the investigation will not interfere with either of the other investigations.
<i>Common Core Standards</i>	
<u>10-221t</u> , as amended by <u>PA 12-1 June Special Session, § 224</u>	<ul style="list-style-type: none"> ● Local and regional boards of education must develop a plan with the Board of Regents and the UConn Board of Trustees to align Connecticut's common core state standards with college-level programs at Connecticut public higher education institutions. ● Alignment must occur within one year of Connecticut's implementation of the common core.
<i>Appropriations and Budget</i>	
<u>10-222</u>	<ul style="list-style-type: none"> ● Estimate education costs for the ensuing year and forward to district's board of finance.

	<ul style="list-style-type: none"> ● Announce all fund transfers between line items in the education budget at the board's next regularly scheduled meeting. ● Not overspend total budget without town's approval of request for additional funds.
<i>Hiring Policy</i>	
<u>10-222c</u>	Before hiring any new employee, make a documented good-faith effort to contact previous employers concerning the person's fitness for the job.
<i>Bullying</i>	
<u>10-222d, as amended by</u> <u>PA 11-232</u>	<ul style="list-style-type: none"> ● Prohibit bullying and cyberbullying both in and outside of school and develop plans to address bullying and cyberbullying in and outside of school. ● Plans must (1) prohibit retaliation or discrimination against those who report or help investigate bullying, (2) address what the school will do to protect the targeted student from further bullying, and (3) require a school principal or his or her designee to notify the police when they suspect that an act of bullying constitutes a crime. ● Approve school climate plans by January 1, 2012 and submit them to SDE. ● Within 30 calendar days after adopting their plans, to post them on the board's and each school's website. ● Provide all school employees with a written or electronic copy of the plan at the start of each school year. ● Enable students to report bullying to any school employee and notify students' parents and guardians, as well as the students themselves, every year of the process by which students may make such reports. ● Investigate reports of bullying within statutory deadlines. ● Establish procedures for schools to document and maintain records of bullying investigations. ● Offer in-service training to certified employees and training to all other employees on identifying and responding to bullying and preventing and responding to youth suicide. ● Every two years, require each school to assess its school climate using assessment instruments, including surveys, approved and disseminated by SDE in collaboration with the Connecticut Association of Schools. ● Collect and report the school assessments to SDE.

	<ul style="list-style-type: none"> ● Appoint, from existing staff, a safe school climate coordinator for the district to carry out duties specified in statute. ● Appoint the principal of each school district to be the safe school climate specialist to investigate reports of bullying, among other things. ● Establish or designate at least one new or existing committee to be responsible for fostering a safe school climate and addressing school bullying.
<i>Athletic Coaches</i>	
<u>10-222e</u>	<ul style="list-style-type: none"> ● If employing athletic coaches, require the coach's immediate supervisor to evaluate coaches annually and provide copies to the coaches. ● If the board decides to terminate the contract of a coach who has served in the same position for three or more athletic seasons, inform the coach of the reasons within 90 days after the end of the sport season covered by the contract.
<i>Promotion and Graduation Policies</i>	
<u>10-223a</u>	<ul style="list-style-type: none"> ● Review and revise promotion and graduation policies to ensure they foster achievement and reduce social promotion. ● Specify basic skills needed for graduation, including a process for assessing competency. ● Develop a course of study for those who have not passed the assessments.
<i>Online Learning</i>	
<u>10-223g</u>	<ul style="list-style-type: none"> ● If school district had a dropout rate of 8% or greater in the previous school year, establish an online credit recovery program for students identified as being in danger of failing to graduate. ● Designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.
<i>Duties of Board of Education Secretary</i>	
<u>10-224</u>	<ul style="list-style-type: none"> ● Keep a record of all board proceedings and submit an annual report of its activities to the town. ● Report returns and statistics of schools, as the education commissioner requests.
<i>Salaries</i>	
<u>10-225</u>	Fix salaries and compensation for school attendance officers if the town does not do so.
<i>Reports to Commissioner of Education</i>	
<u>10-226</u>	<ul style="list-style-type: none"> ● Annually report the name, place of employment, and salary of the district's certified staff to the education commissioner. ● Report the name and address of a new superintendent within seven days of the position being accepted.

<u>10-226a</u>	Annually submit data to the SBE to determine the total number of minority students and teachers, and students eligible for free and reduced-price lunches in the district, in each school, and in each grade.
<u>10-226c</u>	Prepare and submit a racial imbalance plan to the SBE, if notified of racial imbalance.
<u>10-226h</u> , as amended by <u>PA 11-179</u>	Report biennially to education commissioner on programs and activities undertaken to reduce racial, ethnic, and economic isolation in schools.
<u>10-227</u>	Annually report on receipts, expenditures, and statistics to the education commissioner.
<i>Supplies and Materials</i>	
<u>10-228</u>	Provide free texts, supplies, and equipment to students. If loaning assistive devices to public school students, loans must be free.
<u>10-229</u>	Change textbooks only after a two-thirds vote of all members of the board.
<i>American Flags</i>	
<u>10-230</u>	Provide a flag for each classroom and the grounds of each school and see that it is properly displayed. Develop a policy to ensure that time is available each day in all schools to recite the Pledge of Allegiance.
<i>Fire and Crisis Response Drills</i>	
<u>10-231</u>	<ul style="list-style-type: none"> • Hold a fire drill in the schools at least once a month. • Substitute crisis response drills for fire drills once every three months. • Conduct one of the fire drills no later than 30 days after the first day of each school year. • Develop the crisis response drill format in consultation with the appropriate local law enforcement agency.
<i>Pesticides</i>	
<u>10-231b</u>	<ul style="list-style-type: none"> • Employ only certified pesticide applicators for nonemergency pesticide applications in school or on school grounds. Most schools are barred from using pesticides during school hours or planned activities at the school. • Not apply the pesticides at all starting July 1, 2010, except in emergencies, at preschools and elementary schools with students through grade eight.
<u>10-231c</u>	If schools have no integrated pest management (IPM) plan, (1) provide parents and school staff with written statement of pest management policy at beginning of school year, (2) establish registry of those desiring 24 hours advance notice of pesticide use, (3) provide the notice by mail, and (4) keep pesticide application records for five years.
<u>10-231d</u>	If schools have IPM plans, (1) provide staff written guidelines on how plan is to be implemented and (2) provide parents with written plan summary. Allow parents and staff to register for advance notice of application. Maintain application records for five years.

Building Maintenance and Cleaning

10-231e

Ensure heating, ventilation, and air conditioning (HVAC) systems are (1) maintained in accordance with national standards and (2) except for scheduled maintenance or emergency repairs, operated continuously while the school is occupied unless there is demonstrated adequate air exchange without operation. Keep HVAC maintenance records for at least five years.

10-231g

- Implement a green cleaning program to clean and maintain schools.
- Provide for procurement and proper use of environmentally preferable cleaning products in schools.
- Provide an annual written statement notifying staff and, if they request it, parents or guardians of enrolled students of the green cleaning program.
- Publish notice of the program on the board of education's and each school's website or, if there is no website, publicize it in another way.
- Notify parents or guardians of transfer students and newly hired staff of the program.

Employment Restrictions

10-232

Not employ board members in the school system.

Suspension of Pupils

10-233a &

10-233c

- Suspend students from school only after an informal hearing.
- Give suspended student an opportunity to make up schoolwork and exams.
- Include information about the suspension on the student's permanent record.
- Erase the suspension from the record if student graduates from high school.
- Make student suspensions in-school suspensions unless the school administration determines, at the required informal suspension hearing, that the student (1) poses a danger to persons or property or (2) is so disruptive of the educational process that an out-of-school suspension is warranted.
- Before determining that an out-of-school suspension is appropriate, try to address the problem through means other than an out-of-school suspension or expulsion, including through "positive behavioral support" strategies.

Expulsion of Pupils

10-233d

- Expel a student only after a hearing, and provide an alternative educational opportunity, except in specified cases.

	<ul style="list-style-type: none"> ● Include expulsion on student's educational record. ● Erase the expulsion from the record if the student graduates, unless it was for possession of a firearm or deadly weapon. ● Complete any expulsion hearing even if student withdraws from school during it and include information on the student's record. ● Before conducting an expulsion hearing for a special education student, convene a PPT meeting to determine if the misconduct was caused by the student's disability. If so, PPT must reevaluate student's placement and IEP to address the misconduct and ensure safety of other children and school staff. ● Submit information to the education commissioner on weapons-related expulsions as required by federal law. ● Not prevent the return of, or expel for additional time for the same offense, a student who committed an expellable offense and who seeks to return to a district after having been in a residential placement. If the district did not expel the student for the offense, it must allow him or her to re-enroll in school after the detention period ends and cannot expel him or her for any additional time for that offense. ● Not require an expelled student to withdraw from school in order to attend adult education classes as an alternative education opportunity.
<i>Notice of Disciplinary Policies</i>	
<u>10-233e</u>	Notify students, parents, and guardians annually of student conduct policies. Adopt effective method of notifying parents and guardians of students who are suspended or expelled within 24 hours of the time the student is excluded from school.
<i>In-school Suspension</i>	
<u>10-233f</u>	Place a student on in-school suspension only after an informal hearing. Not place a student on in-school suspension more than 15 times or a total of 50 days during one school year.
<i>Assault and Arrest Reports</i>	
<u>10-233g</u>	Report student assault of teachers or other school employee to police. Not interfere with teacher's or other employee's right to file a report with police when a student threatens or commits physical violence against an employee.
<u>10-233h</u>	Maintain reports of arrested students in a secure place.
<i>Students Placed on Probation by the Courts</i>	
<u>10-233i</u>	<ul style="list-style-type: none"> ● Allow a student placed on probation by a court to return to school on conditions specified by the court. ● Provide timely information at a court's request on (1) a student's school attendance, adjustment, and behavior and (2) any recommendations for disposition and sentencing.
<i>Student Possession of Telecommunication Devices</i>	

<u>10-233j</u>	Allow students to possess or use remote activated paging devices in school only with written permission from school principal.
<i>Indemnification</i>	
<u>10-235</u>	Indemnify teachers, board members, employees, and certain volunteers.
<u>10-236a</u>	Indemnify board members and staff from expenses caused by an assault on them while on duty.
<i>Petition for Hearing by Board of Education</i>	
<u>10-238</u>	Hold a public hearing on any question specified in a petition that is signed by 1% or 50 electors, whichever is greater, within three weeks of the board's receiving the petition.
<i>National Assessment of Educational Progress</i>	
<u>10-239i</u>	Participate in the National Assessment of Educational Progress or any other national or international measure of student progress, if designated by the education commissioner.
<i>Accreditation Reports</i>	
<u>10-239j</u>	Publicly disclose the results of accreditation reports within 45 days, and make them available for inspection upon request.
<i>Enumeration of School Age Children</i>	
<u>10-249</u>	Annually determine the age and number of children of compulsory school age. If any child of school age is not in school, make a reasonable effort to find out why. If the child is working, make a reasonable effort to find out the name and address of the employer.
<u>10-250</u>	File an annual report with commissioner on the number of school-age children.
<i>School Privileges for Children in Certain Placements</i>	
<u>10-253</u> , as amended by <u>PA 11-51</u>	<ul style="list-style-type: none"> ● Be financially responsible for the education costs of district children placed in other districts by state agencies, up to 100% of its average per pupil cost. ● Provide free schooling to children living in temporary shelters. ● If a juvenile detention facility operated by, or under contract with, the Judicial Department is located in the school district, be responsible for providing, and paying part of the cost of, regular and special education and related services for students held in the facility.
<i>Data to be Transmitted</i>	
<u>10-257h</u>	Report staff data to Teachers' Retirement Board.
<i>Minimum Budget Requirement</i>	
<u>10-262i</u> , as amended by <u>PA 11-48</u> and <u>PA 11-234</u>	With exceptions, to receive an Education Cost Sharing (ECS) grant for FY 12 and FY 13, appropriate the same amount for education as in the prior year.
<i>Interdistrict Magnet Schools</i>	
<u>10-264i</u>	<ul style="list-style-type: none"> ● If not participating in an interdistrict magnet school, for any of its students who enrolls directly in an interdistrict magnet school, pay the per-student tuition, if any, that the magnet school charges to participating districts.

	<ul style="list-style-type: none"> ● If participating, provide annual opportunities for students to attend the school in a number at least equal to (1) the number specified in any written agreement with the school's operator or (2) the average number of students that the participating district enrolled in the magnet school during the previous three school years.
<i>Transportation for Pupils in Nonprofit Private Schools</i>	
<u>10-281</u>	Provide the same transportation services for students enrolled in nonpublic schools in the district as for public school students, if a majority of the nonpublic school's students are Connecticut residents.
<i>Protection of Children from Abuse</i>	
<u>17a-101</u>	<ul style="list-style-type: none"> ● School superintendents are mandated child abuse and neglect reporters. ● Require applicants for positions in public schools to be checked against the DCF child abuse and neglect register.
<u>17a-101i</u> , as amended by <u>PA 11-93</u>	<ul style="list-style-type: none"> ● Require new and existing school employees who are mandated reporters to receive mandated reporter training and periodic refresher courses. ● Distribute written mandated reporter policy to school employees annually. ● Document that all employees have received the policy and completed the required training.
<i>Fire Safety Code</i>	
<u>29-292</u> , as amended by <u>PA 11-248</u>	Install carbon monoxide detection and warning equipment complying with the Fire Safety Code in public schools issued a building permit for new occupancy on or after January 1, 2012.
<i>Family and Medical Leave Benefits</i>	
<u>31-51rr</u>	Provide employees who (1) are parties to a civil union and (2) have worked for the political subdivision for at least 12 months and 1,250 hours during the past 12 months, with the same Family and Medical Leave Act benefits that federal law provides to parties to a marriage.

<https://www.cga.ct.gov/2013/rpt/2013-R-0047.htm>