I. CALL TO ORDER

II. PRELIMINARY BUSINESS
   A. Pledge of Allegiance
   B. Correspondence
   C. Comments and Questions

III. CONSENT AGENDA
   A. Personnel – Dr. Cialfi
   B. Approval/Minutes – Regular Meeting 8/18/2015

IV. REPORTS/ACTION ITEMS
   A. Policies – First Reading
      1. Special Education, Policy Code 6171 – Mrs. Smith, Dr. Budd
      2. Individualized Education Program / Special Education Program, Policy Code 6159 – Mrs. Smith, Dr. Budd
      3. Pre-School Special Education, Policy Code 6171.2 – Mrs. Smith, Dr. Budd
      4. Bullying & Teen Dating Violence Prevention & Intervention, Policy Code 5131.911 – Dr. Budd
      5. Budget Transfer, Policy Code 3160 – Dr. Budd, Mr. O'Keefe
   B. Policies – Second Reading
      1. Affirmative Action, Policy Code 4000.1 – Dr. Budd
      2. Non-Discrimination in Employment, Policy Code 4111.1 – Dr. Budd
   C. Approval/Head Start Food Service Agreement – Mr. O'Keefe, Mrs. Sinko
   D. Post High School Plans – Mr. Guarino, Ms. Hilser
   E. 2015-2016 Enrollment Update – Dr. Cialfi
   F. Presentation of Opening-of-School Professional Development Experiences – Dr. Budd

V. OTHER
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, September 1, 2015

Dr. Cialfi

Agenda Item III-A

Personnel

Appointments – Certified

The following appointments were effective August 27, 2015:

Bevacqua, Lisa; MA/4 ($61,515) College/Career Transition Guidance Counselor at Trumbull High School.

Brittain, Vanessa; MA/17 ($85,863) math intervention specialist* teacher at Trumbull High School.

Medeiros, Nicole; MA/6 ($61,174) special education* teacher at Madison Middle School.

Penna, Jennifer; 6/7 ($67,756) social worker at Trumbull High School.

Pugliese, Rachel; MA/16 ($83,257) special education* TRAC 21/Elite Program teacher at Trumbull High School.

Zultowski, Jennifer; MA/5 ($59,317) special education* teacher at Tashua Elementary School.

Recommendation: Receive and file.

*Designated teacher shortage area.
Report to the Board of Education
Regular Meeting – September 1, 2015

Agenda Item – III-B

Recommendation: Approve the minutes of the above noted meeting.
The Trumbull Board of Education convened in the Long Hill Administration Building for a Regular Meeting.

Members present:
D. Herbst, Chairperson
L. Chory, Vice Chairperson
R. Seaman, Secretary
J. Donofrio, Board Member
S. LaFrance, Board Member
J. Peddle, Board Member

Members absent:
M. Ward, Board Member

Agenda Item I – Call to Order
The meeting was called to order at 7:05 p.m.

Agenda Item II – Preliminary Business
A. Salute to the Flag - The Public Session began with a salute to the Flag.

The Board Chair asked for a moment of silence to remember the passing of Dr. Anthony Timpanelli, husband of Lucinda Timpanelli, former C House Principal.

B. Correspondence – Mrs. Seaman reported that there were several emails regarding Booth Hill enrollment and class size. She noted responses were sent by Dr. Cialfi.

C. Comments – Parents: Ileana Scerbo of 31 Copper Kettle Road, Jenn Record of 50 Scenic Hill Road, Emily Voss of 45 Red Fox Lane, Erin Horbach of 134 Booth Hill Road, Stacey Brady of 54 Blue Ridge Drive and Leigh Berrian of 510 Shelton Road voiced their concerns that enrollment numbers are high and requested that classroom size be kept at a minimum so that teachers and students can be most productive and the need to have dedicated classrooms for the arts. Booth Hill parent Emily Voss asked for an addendum to the August 4, 2015 minutes to elaborate on her comments: due to high enrollment numbers at Booth Hill, she would like a plan to discuss parity at Booth Hill including classroom sections added when necessary and the need for dedicated art/music rooms.

It was moved (Seaman) and seconded (Donofrio) to take Agenda Item IV-B out of order to this portion of the meeting. Vote: Unanimous in favor.

B. 2015-2016 Enrollment Update - Dr. Cialfi gave a detailed analysis on the status of enrollment for the upcoming 2015-2016 school year. Current enrollment numbers are higher than predicted in several Trumbull schools. Dr. Cialfi recommended hiring an additional four teachers and four paraprofessionals for the 2015-2016 school year. Mr. Pierce, Booth Hill Principal, noted that Booth Hill is tight on space and discussed the possibility of creative scheduling for some Kindergarten classes (combining PE and Music) with an emphasis that curriculum expectations be met.
A motion was made by (Seaman) and seconded by (Chory) to support Dr. Cialfi's recommendation to hire four teachers and four paraprofessionals for the 2015-2016 school year. Vote: Unanimous in favor.

Agenda Item III – Consent Agenda

A. Personnel – Superintendent Dr. Cialfi reported on three appointments. The Board agreed to accept the following appointments as of August 27, 2015: Jennifer Pia, MA/12 Spanish teacher at Madison Middle School; Laura Kehlenbach, unaffiliated Board Certified Behavior Analyst district-wide; and as of August 17, 2015, Jennifer Chirles, administrative Category IV/I House Principal at Trumbull High School. Unanimously received and filed.

B. Approval/Minutes – Regular Meeting – 8/4/2015. Board Chair Mrs. Hertst called for a motion to accept the minutes with an addendum. The amendment was discussed below under “Other”. It was moved (Chory) seconded (Seaman) to approve the minutes with an addendum. In Favor: Herbst, Seaman, Chory, Donofrio. Abstain: LaFrance, Peddle. Motion passes.

It was moved by Mrs. LaFrance to move Approval/Curriculum Guides C-E out of the Consent Agenda to Report/Action Items.

C. Curriculum Guides

• Physical Education Grades K-5
• Elementary General/Vocal Music Level K-5

Dr. Budd gave an overview of the above curriculum guides. A discussion ensued regarding the above curriculum guides. It was moved (Chory) and seconded (Peddle) to approve the two curriculum guides as presented. Vote: all in favor.

D. New Courses

• A Critical Approach to Popular Literature
• Honors Dramaturgy

Dr. Budd gave highlights on the above new courses to be added and a discussion ensued. It was moved (Peddle) and seconded (Seaman) to approve the two new courses as presented. Vote: all in favor.

E. Textbooks

For the course A Critical Approach to Popular Literature:

• Contagious: Why Things Catch On
• Harry Potter and the Sorcerer’s Stone
• The Hunger Games
• The Tipping Point: How Little Things Can Make a Difference

For the course Honors Dramaturgy:

• The Art of Active Dramaturgy: Transforming Critical Thought into Dramatic Action
• Backwards & Forwards: A Technical Manual for Reading Plays

Dr. Budd reviewed the above textbooks to be aligned with the curriculum and discussion ensued. It was moved (Seaman) and seconded (Chory) to approve the six new textbooks as presented. Vote: all in favor.
Agenda Item IV—Reports/Action Items

A. Trumbull High School Renovation: Acceptance of Project as Complete
   Mr. Deming reported that a meeting to conclude discussion to finalize/receive the final grant payment was conducted. Board member, J. Donofrio reported that in order to call the project complete, there must be no outstanding litigation or unpaid invoices. As both of these criteria have been met, a motion was made (Donofrio) and seconded (Chory) to accept the Trumbull High School Renovate as New Project as complete. Vote: Unanimous in favor.

C. Continuing Education and Summer School—Mr. Robert Decerbo reported on the status of Continuing Education, specifically on courses and activities that are currently offered as well as assigned locations, the number of students enrolled and class/multi-purpose rooms utilized for enrichment. Mr. O’Keefe addressed curriculum areas the Finance Committee reviewed and how enrichment overhead is being allocated. The future of the Continuing Ed program was discussed and how the committee plans to meet the educational/enrichment needs of the Trumbull community going forward.

Agenda Item VI—Other

A. Add to Agenda from amended minutes above:
B. a motion was made (Peddle), seconded (Seaman) to correct salaries approved for two positions included in the Agenda Item IV-E from the August 4, 2015 minutes. It was moved to Approve/Non-Affiliate Salaries under OT/PT (Therapists) one position for an increase of 1% from $66.04 to $66.70 per hour; and one position of Behavior Analyst (teachers) an increase of 2.9% from $85.32 to $87.79 per hour. Vote: Unanimous in favor.

Adjournment
Board Members gave unanimous consent to adjourn the Public Session at 8:53 p.m.
This policy was first adopted in June 2010; it affirms the District’s commitment to special education consistent with federal and state statutes. Since the time of the policy’s adoption, revisions to those statutes have occurred. The District Administration prepared this revision consistent with the statutory changes and suggested language from the Connecticut Association of Boards of Education (CABE). The Policy Committee, at its August 19, 2015, meeting, reviewed the draft prepared by the Administration and voted by unanimous consent to bring the recommended revision to the Board for a First Reading.

Recommendation: Review and Discuss
SPECIAL EDUCATION INSTRUCTION

Policy Statement

The Trumbull Board of Education shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act.

It is the intent of Trumbull Public Schools to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardians(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

If necessary, students may also be placed in private school education facilities.

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the No Child Left Behind Act, lack of instruction in math or limited English proficiency. Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning in funding that a student has a specific
learning disability. In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student’s needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law, conform to district goals, and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive manual which includes the plan for State compliance with all of the requirements of federal and state law for the education of students with disabilities residing in or attending school in the Town of Trumbull. The PPS Manual contains the regulations that implement free and appropriate educational services and programs in the least restrictive environment for all disabled students.

The Board of Education requests that the plan be in harmony with the school district’s financial abilities, with the availability of special equipment/facilities needed and the availability of trained certified and non-certified personnel.

Adopted: 6/15/2010

**Regulations**

The regulations for Special Education Instruction of disabled students in the Trumbull School District and the Town of Trumbull are found in:

Trumbull Public Schools  
Division of Pupil Personnel & Special Services  
Manual & Forms  
Revised 2010

Manuals can be copied from the Trumbull Board of Education website at [www.trumbullps.org](http://www.trumbullps.org) and can be viewed in the Pupil Personnel Office at Long Hill and all Trumbull school media centers, Principal’s offices, school psychologist and school social workers offices. Anyone interested in viewing the manual please contact either Pupil Personnel Office or one of the Trumbull Public Schools.
References:

(cf. 3231 - Medicaid Reimbursement for Special Education Students)
(cf. 5145.71 - Surrogate Parent Program)

Legal Reference: Connecticut General Statutes

10-76a Definitions.
10-76b State supervision of special education programs and services. (as amended by PA 12-173)
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services.
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program Evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-2641 Grants for the operation of interdistrict magnet school programs

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.


Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.


P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 1, 2015

Mrs. Smith / Dr. Budd

Agenda Item – IV-A-2

First Reading
6159/Individualized Education Program / Special Education Program

This policy, previously titled “Programs for Handicapped Students,” was first adopted in October 1992, and subsequently revised in December 1997; it codifies the District’s procedures for individualized education programs consistent with federal and state special education statutes. Since the time of the policy’s adoption, revisions to those statutes have occurred. The District Administration prepared this revision consistent with the statutory changes and suggested language from the Connecticut Association of Boards of Education (CABE). The Policy Committee, at its August 19, 2015, meeting, reviewed the draft prepared by the Administration and voted by unanimous consent to bring the recommended revision to the Board for a First Reading. Please note that, to allow the Administration the flexibility to develop special education forms in a timely and ongoing manner, the previous forms would be removed from the policy itself and replaced with the statement at the bottom of page 5: “Forms to support the Special Education program will be developed and reviewed periodically by building and district administrators.” Those forms are, and will continue to be, maintained and disseminated consistent with federal and state special education statutes.

Recommendation:

Review and Discuss
PROGRAMS FOR HANDICAPPED STUDENTS

INDIVIDUALIZED EDUCATION PROGRAM/SPECIAL EDUCATION PROGRAM

The Trumbull Board of Education recognizes the value of special education and its responsibility in ensuring that all resident children with disabilities have the opportunity to participate in special programs and services from which they may benefit.

Any child, whether a student of the Trumbull Public Schools, of pre-school age, or between the ages of three and 21 years of age inclusive but not attending district schools, who is identified as being in need of a special program shall be referred to a “special education planning and placement team” (PPT). The team shall make an evaluative study to determine whether the child is a child with a disability as defined in State and Federal statutes and if special education is required and to establish the scope of the special education program.

A parent/guardian of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 days of the receipt of parent/guardian consent or per a timeline determined by the State. Exceptions to this timeframe include children moving between schools districts and parent/guardian refusal to make a child available for evaluation as provided by law.

Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

Trumbull Public Schools will provide parents/guardians with State Department of Education information and resources relating to Individualized Education Programs (IEP) as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term “individualized education program team” or “IEP Team” means a group of individuals composed of the following:

1. The parents/guardians of a child with a disability;

2. Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);

3. Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;

4. A representative of the district who is;
   a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
   b. knowledgeable about the general education curriculum
   c. knowledgeable about the availability of resources of the district;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses 2 through 6;

6. At the discretion of the parent/guardian or the district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

7. Whenever appropriate, the child with the disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents/guardians and District agree that the team member’s participation is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member’s area of the curriculum or related services, parents/guardians and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent/guardian and the IEP Team prior to the meeting. Parent/guardian consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student’s individualized education program and placement. Where the student is limited or non-English speaking, a District representative who is fluent in the student’s primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

The District shall offer to meet with the student’s parents/guardians, upon the request of the parents/guardians, as the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student’s assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/guardians and the District may agree to conduct IEP meetings and other meetings, through alternative means, such as, but not limited to, videoconferences or conference calls.

A. General.

The IEP for each child must include the following:

1. A statement of the child’s present levels of educational performance based upon parent/guardian provider information, current classroom-based, local, and state assessments and classroom-based observations, including:
6159/IEP/Special Education

a. how the child’s disability affects the child’s involvement and progress in the general education curriculum
b. for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

2. A statement of measurable annual academic and functional goals, related to the following:
   a. meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general education curriculum
   b. meeting each of the child’s other educational needs that result from the child’s disability

   Alternate Assessments
   c. a statement of “benchmarks or short-term objectives” is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards. If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child. The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child as follows:
   a. to advance appropriately toward attaining the annual goals
   b. to be involved and progress in the general education curriculum in accordance with paragraph (A) (1) of this section and to participate in extracurricular and other nonacademic activities
   c. to be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

4. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (A) (3) of this section.

5. A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment.

6. The projected date for the beginning of the services and modifications described in paragraph (A) (3) of this section, and the anticipated frequency, location, and duration of those services and modifications.

7. A statement of the following:
   a. how the child’s progress toward the annual goals described in paragraph (A) (2) of this section will be measured.
6159/IEP/Special Education

b. how the child’s parents/guardians will be regularly informed at least as often as parents/guardians are informed of their non-disabled children’s progress (e.g. periodic report cards) of the following:
   1. their child’s progress toward the annual goals
   2. the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

8. Reevaluation of a student’s progress may not occur more than once a year unless agreed to by the parents/guardians and the District. Reevaluation must occur at least once every three years unless the parent/guardian and District agree that it is not necessary.

B. Transition Services.
   The IEP must include:

1. For each student beginning not later than the first IEP to be in effect when the child is sixteen (16) and younger if appropriate, and updated annually thereafter, appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

2. For each student beginning not later than the first IEP to be in effect when the child is sixteen (16) (or younger, if determined appropriate by the IEP Team) a statement of needed transition services for the student, including courses of study, needed to assist the child in reaching these goals.

3. For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student’s academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

If the IEP team determines that services are not needed in one or more of areas consistent with federal and state statute, the IEP must include a statement to that effect and the basis upon which the determination was made.

C. Transfer of rights. Beginning not later than one year before a student reaches the age of majority under State law, the student’s IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with federal and state statutes.

D. Students with disabilities convicted as adults and incarcerated in adult prisons. Special rules concerning the content of IEP’s for students with disabilities convicted as adults and incarcerated in adult prisons are contained in federal statutes.

E. Students with disabilities identified as deaf or hearing impaired. For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address the following:
1. the child’s primary language or mode of communication

2. opportunities for direct communication between the child and his/her peers and professional personnel in the primary child’s language or mode of communication

3. educational options available to the child

4. the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child’s primary language or mode of communication

5. the accessibility of academic instruction, school services, and extracurricular activities to the child

6. assistive devices and services for the child

7. communication and physical environment accommodations for the child.

Transfers
When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If the transfer involves districts within Connecticut, the District will provide services “comparable to those described in the previously held IEP,” until the District adopts the previously held IEP or develops, adopts and implements a new IEP. If the student has transferred from another state, the District will provide services “comparable to those described in the previously held IEP” until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student’s program and achievement shall be forwarded to the receiving school upon the request of the receiving school and the individual’s parent/guardian.

Independent Educational Assessment
If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Forms
Forms to support the Special Education program will be developed and reviewed periodically by building and district administrators.

Adopted: 10/20/92
Revised: 12/97, ?
Legal References
Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services. (as amended by PA 12-173)
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of boards of education to provide special education programs and services.
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definition of terms used in formula for state aid for special education.
10-76ff Procedures for determining if a child requires special education
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program Evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-2641 Grants for the operation of interdistrict magnet school programs

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

State Board of Education Regulations
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children
300.14 Special Education Definitions
300.340-349 Individualized education programs
300.503 Independent educational assessment
300.533 Placement procedures
300.550-556 Least restrictive environment

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368 (3) The No Child Left Behind Act
PROGRAMS FOR HANDICAPPED STUDENTS
(504 of the Rehabilitation Act of 1973)

Policy

It is the policy of the Trumbull Board of Education to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
- Has a record of such impairment; or
- Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Education of the Handicapped Act, P.L. 94–142 (EHA/IDEA). Students who are identified as individuals with exceptional needs, according to EHA/IDEA criteria, are not addressed under this policy, except under the section on Interim Alternative Education Setting (IAES).

Adopted: 10/20/92
Revised: 12/97

Reference

- Section 504; Education of the Handicapped Act; P.L. 94–142 (EHA/IDEA)
Guidelines

Each qualified person within the Trumbull Board of Education who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive free appropriate education in the school system.

Evaluation by the school Early Intervention Team (e.g., Child Study, Student Assistance Team): Evaluation of the student and formulation of a plan of services will be carried out by the Early Intervention Team (EIT) at the school, chaired by a school administrator according to the following procedures:

- The EIT will evaluate the nature of the student's handicap and the impact of the handicap upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.

- No final determination of whether the student will or will not be identified as a handicapped individual within the meaning of Section 504 will be made by the EIT without first inviting the parent or guardian of the student to participate in a meeting concerning such determination. (Exhibit A)

- A final decision will be made by the EIT in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them including the right to an impartial hearing and review. (Exhibit B)

Plan for Services:

- For a student who has been identified as handicapped within the meaning of Section 504 and in need of special education or related aids and services, the EIT shall be responsible for determining what special services are needed.

- In making such determination, the EIT shall consider all available relevant information, drawing upon a variety of sources, including but not limited to, comprehensive assessments conducted by the District's professional staff.

- The parents or guardian shall be invited to participate in EIT meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.

- The EIT will develop a written plan describing the handicap and the special education or related services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom. (Exhibit C)
Guidelines cont'd.

- The IEP Team may also determine that no special education or related services are appropriate. If so, the record of the IEP proceedings will reflect the identification of the student as a handicapped person and will state the basis for the decision that no special services are presently needed.

- A handicapped student shall be placed in the regular educational environment of the school system with the use of the supplementary aids and services, unless the school system demonstrates that such placement cannot be achieved satisfactorily. The handicapped student shall be educated with those who are not handicapped to the maximum extent appropriate to the individual needs of the student.

- The IEP Team shall notify the parents or guardian in writing of its final decision concerning the services to be provided.

- If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan, and a case manager will be assigned to monitor student progress. (Exhibit D)

Review of the student's progress: A member of the IEP will monitor and document the progress of the handicapped student and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary, and that the handicapped student's needs are being met as adequately as the need of non-handicapped students.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Referral Procedures for Programs, Services, Equipment not presently available:

- Any student who needs or is believed to need special education or related services not available through existing school programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certificated school employee to the Individual Education Placement Team (IEPT) for identification and evaluation of the student's individual education needs.

- The IEP Team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The Director of Pupil Personnel Service will monitor the composition of the IEP Team to ensure that qualified personnel participate.

- The IEP Team will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request is denied, the IEP Team will inform the parents or guardian of this decision and of their procedural rights.
Guidelines cont'd.

Inservice for staff: Through system-wide Staff Development workshops and faculty meeting presentations, staff will be provided opportunities to learn how to develop and implement accommodations for students with handicaps who must be serviced under Section 504.

Procedural safeguards:

- The parent or guardian shall be notified in writing of all school system decisions concerning the identification, evaluation, or educational placement of students made under this policy. (Exhibit E)

- The parent or guardian shall be notified that they may examine relevant records.

- As to such decisions by the school system, the parent or guardian shall have the right to an impartial hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:
  - A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice of right to file (but not less than 30 days).
  - The request shall be made to:

  Name: CONNECTICUT STATE BOARD OF EDUCATION

  Title:________________________________________

  Address: 25 Industrial Park Road

  Middletown CT 06477

  Phone:_____________________________________
Guidelines cont'd.

Public complaints about facilities or services:

Citizens of the District who have complaints about school system facilities or services may register such complaints with the Director of Pupil Personnel Services, 6254 Main Street, Trumbull, CT 06611; Phone: 452-4352. (Exhibit F)

Required information concerning complaint:

- Name(s) of person(s) making the complaint.
- Whether the person(s) represents an individual or group.
- Whether the person(s) making the complaint has discussed the problem with the site administrator.
- A summary of the complaint and suggested solution.

Processing of complaints:

- Level 1. The complaint shall be presented in writing, with a suggested solution, to the site administrator. Five (5) days will be allowed for a reply.

- Level 2. If a satisfactory response is not received within five (5) days, a copy of the complaint may be forwarded to the Superintendent, who will have ten (10) days to reply.

- Level 3. If a satisfactory response is not received within ten (10) days, a copy of the complaint may be forwarded to the Board of Education for its consideration. Consideration as to the disposition of the complaint will be given within thirty (30) days.

*If the matters of concern are eligibility and related procedures, procedural safeguards, or provision of a free and appropriate public education, the matter may be referred to the appropriate compliance coordinator at any juncture of the procedure.

Interim Alternative Educational Setting (IAES):

When a Student Violates a Code of Conduct:

1. In disciplining a handicapped student as defined under 504 or a student who has a disability, i.e., a special education student, the principal can refer the child to an alternative placement or suspend the child for a maximum of 10 school days (cumulative or consecutive). The parent must be immediately notified of the disciplinary decision and all procedural safeguards.
Interim-Alternate Educational Setting (IAES):

2. When a student is disciplined for drugs/weapons, "dangerousness", the principal can place the student in an interim alternative educational setting for a maximum of 45 calendar days. The Accommodation Plan/IEP Team determines the setting, and the child returns to regular placement on the 46th day. The parent must be notified immediately of the disciplinary decision and all procedural safeguards.

3. The district can go before a hearing officer to prove that the student is dangerous ("beyond" a preponderance of the evidence) and request an injunction to place the student in an alternative setting for no more than 45 calendar days.

Required Elements for "Dangerousness":

a. Substantial likelihood of injury; and
b. Reasonable steps have been taken to minimize the likelihood of harm; and
c. The current Accommodation Plan/IEP is appropriate.

An Interim Alternative Education Setting (IAES) must allow the student to participate in the general curriculum and continue to receive modifications and Accommodation Plan/IEP services so that the student may meet the goals of his/her Accommodation Plan/IEP. It must also provide services and modifications designed to address the behavior which has precipitated the disciplinary action or any other behavior which results in the student's removal from school for more than 10 school days in a school year.

Whenever school personnel make a change in placement to an IAES, a hearing officer orders the student to an IAES or school personnel consider the removal of the child from school for more than 10 days in a school year, the Accommodation Plan/IEP Team must conduct, immediately if possible or within 10 school days after the date on which the decision was made to suspend, a functional behavior assessment of the student and develop a behavioral intervention plan and, in addition, conduct a manifestation determination with the parents' participation.

A functional behavior analysis reviews the misbehavior, evaluation data, observations, behavioral checklists, staff reports, parent input and other behavioral information available, the interventions to date and their results. The Team then develops a specific behavior modification or support plan for the student which addresses his misbehavior. (Exhibit G)
Guidelines cont'd.

Interim Alternate Educational Setting (IAES):

A manifestation determination includes a review of evaluation/diagnostic results including information provided by the parents, observations of the student and the student's Accommodation Plan/IEP/placement. If the Accommodation Plan/IEP Team then determines that (1) the Accommodation Plan/IEP/placement appropriate; (2) services were being provided consistent with the Accommodation Plan/IEP; (3) the child's disability did not impair his/her ability to understand the impact and consequences of the behavior, and (4) the child's disability did not impair his/her ability to control behavior, then the behavior is not a manifestation of the child's disability. If these standards are not met, the behavior must be considered a manifestation of the child's disability. (Exhibit H)

If the behavior is not a manifestation of the child's disability:

* all relevant disciplinary actions may be taken (the student can be disciplined as nondisabled);
* all education and disciplinary records must be transmitted to person(s) making the final determination regarding the disciplinary action;
* a free appropriate education (FAPE) must be provided during expulsion if the parent challenges manifestation determination in the current educational placement (stay put provision applies).

Parents have the right to an "expedited" hearing when they disagree with a manifestation determination or any decision regarding placement. The standard of review for the hearing officer is, "Did the LEA demonstrate that the child’s behavior was not a manifestation of the child’s handicap/disability?" In reviewing the district's decision to place the child in IAES (for drugs/weapons), the hearing officer shall use the standard for hearing officer placement for "dangerousness."

Placement During Appeal:

1. If the student is placed in an IAES for drugs/weapons, "dangerousness," he or she remains in the IAES pending decision of the hearing officer, or until the expiration of the IAES, whichever comes first, unless the parent and SEA/LEA otherwise agree.

2. If the district proposes to change placement after an IAES period expires and the child's parent appeals the change in placement, the child must remain in the placement that was effective prior to the IAES during pendency of the hearing, unless the district requests an expedited hearing, maintaining it is too dangerous for the child to be in that setting. The hearing officer may order IAES for not more than 45 days.
Guidelines cont'd.

Interim-Alternate Educational Setting (IAES):

Placement During Request for Evaluation

When a special education evaluation is requested during a disciplinary period, the student will remain in the educational placement determined by the district.

Reference:

IDEA Amendments of 1997; Publication 105-17.

Revised—12/97
Dear Parent or Guardian:

This letter is to inform you that there is a concern about how your child is progressing in school. We have attempted some accommodations for your child and wish to arrange a meeting to discuss further accommodations in order to ensure that your child is afforded access to an appropriate education. We have scheduled a meeting on ___________________________ at ___________________________. This meeting will be held at ___________________________ to discuss your child's educational needs, and we would very much appreciate your participation. If you have any questions, or if this meeting time is not convenient for you, please call ___________________________. We will discuss your questions or arrange a mutually convenient meeting time.

Sincerely,

___________________________
Principal

Attachment: Parent-Student's Rights in Identification, Evaluation and Placement under Section 504

cc: Student's Cumulative File
The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. have your child take part in, and receive benefits from, public education programs without discrimination because of his/her handicapping conditions.

2. have the school district advise you of your rights under federal law.

3. receive notice with respect to identification, evaluation, or placement of your child.

4. have your child receive a free appropriate education, this includes the right to be educated with nonhandicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. have your child educated in facilities and receive services comparable to those provided nonhandicapped students.

6. have your child receive special education and related services if he/she is found to be eligible under Individuals with Disabilities Act (IDEA).

7. have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options, Section 504 does not provide the rights to an independent evaluation.

8. have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the _______________ School District.

(Continued next page)
9. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the district.

10. examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.

11. obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records.

12. a response from the school district to reasonable requests for explanations and interpretations of your child's records.

13. request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.

14. file a grievance related to decisions or actions regarding your child's identification, evaluation, educational program or placement.

15. request a due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the 504 Coordinator.

The person in this district who is responsible for assuring that the district complies with Section 504 Coordinator is:

__________________________________________

Telephone Number (203) ________________
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CT
Section 504 Individualized Accommodation Plan

I. General Information: ___________________________ Date of Meeting: __________
   Student’s Name: ___________________________ Student I.D.#: ___________ D.O.B.: __________
   School: ___________________________ Grade: __________ Date of Plan to Begin: __________

504 Procedural Safeguards Presented to Parents:

__________________________________________________________
Parent’s Signature: ___________________________ Date

II. Type of Plan:

III. Disabling Conditions:

IV. Determination as a Qualified Individual: Assessment data; Classroom work samples; Medical evaluations; Parental Conferences; Grades/Mastery Tests; School and Health History; Student Work samples.

V. Major Life Activities:

VI. Educational Impact:

VII. Necessary Accommodation:
   Copies: White PPS Yellow Student File Pink Parent

Page 12 of 21
VIII. Least Restrictive Environment:

IX. Committee Signatures:

Title

Title

Title

Title

Title

Title

X. Parent Signature/Student:

Title

Title

Title

Title

XI. Attachment: Notice of Rights

Additional Comments:

Copies: White PPS Yellow Student File Pink Parent
I. Section 504’s regulations do not require that the accommodation plan specify the type of placement, but this information could be important to the multidisciplinary team from a historical perspective. The regulation at 34 C.F.R. s 104.35(a) requires a periodic re-evaluation of students who receive services under section 504 but does not provide a specific schedule for completing them. Compliance with the IDEA’s re-evaluation requirement (every three years) will partially satisfy the Section 504 requirement. Evaluations are also required before an initial placement or significant change in placement (Sec. 34 C.F.R. s 104.35 (a).) The procedural safeguards at 34 C.F.R. s 104.36 requires school districts to notify parents any time the district intends to evaluate a child for a disability, make any changes in classification, placement, or provision of FAPE, or refuse to act on any parental request.

IV. In making this decision, the multidisciplinary team must draw upon information from a variety of sources and ensure it is documented and carefully considered. (34 C.F.R. s 104.33(b)(2).) Evaluations must also conform with the regulations at 34 C.F.R. s 104.35(b), which describes the use of tests. If applicable, it can be helpful to show that the district has provided accommodations that provide the student with an equal opportunity to learn.

VII. In determining the appropriateness of an accommodation, the school district may consider the psychological burden on the student, the extent to which the accommodation allows the student to benefit from educational activity, and the cost, if there is a lower-cost, equally-effective accommodation available.

VIII. If the child will not be placed in the regular classroom you must document why education in the regular environment with supplementary aids and services could not be satisfactorily achieved. (34 C.F.R. s 104.35(a).)

IX. Section 504’s regulations do not specify who should be on the committee formulating the IAP, although following the IDEA requirements for IEP committee membership is one way to satisfy Section 504. (34 C.F.R. s 104.33(b)(3).) The team should include individuals knowledgeable about the child, such as the child’s teacher. The parent in many ways is more knowledgeable about the child than any school personnel, and it is prudent to ensure parental participation in development of the plan. The team should also include individuals knowledgeable about evaluation procedures, interpretation of evaluation data and placement options.

X. Parents are entitled to notice of their procedural safeguards following evaluation and placement or refusal to evaluate and place a student. (34 C.F.R. s 104.36.)
(Exhibit-D)

DEPARTMENT OF PUPIL PERSONNEL SERVICES
Trumbull Public Schools
Trumbull, Connecticut

Student Log of School Accommodations Under Section 504

Name of Student: 

Student Identification Number: School: 

Date of Accommodation Plan Meeting: Caseworker: 

<table>
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<tr>
<th>Date Observed</th>
<th>Description of Service</th>
<th>Intervention Provided/Staff Providing Service</th>
<th>Date Recorded</th>
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TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION AND PLACEMENT UNDER
(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her handicapping conditions;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public school education. This includes the right to be educated with nonhandicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided nonhandicapped students;
6. Have your child receive special education and related services if he/she is found to be eligible under Individuals with Disabilities Education Act (IDEA);
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options. Section 504 does not provide rights to an independent evaluation;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the Trumbull Public School;
9. Have your child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child’s identification, evaluation, educational program and placement;
11. Obtain copies of your child’s educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanation and interpretation of your child’s records;
13. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
14. File a grievance related to decision or actions regarding your child’s identification, evaluation, educational program or placement;
15. Request a due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the 504 Coordinator.

The person in this district who is responsible for assuring that the district complies with Section 504 for students with handicaps is the Director of Pupil Services 504 Coordinator, telephone number (203) 452-4352, Office of Pupil Services.
Trumbull Public Schools
Trumbull, Connecticut

Section 504—Education of the Handicapped Act
PUBLIC COMPLAINTS ABOUT FACILITIES OR SERVICES

Complainant: _______________________________________________

Representing: ______________________________________________

Date of presentation: _________________________________________

School (if appropriate): _______________________________________

Prior contacts with the site administrator or teacher: ____________

STATEMENT OF COMPLAINT:

ACTION REQUESTED:

___________________________________________________________
Signature

Send to: Director of Pupil Services
6254 Main Street
Trumbull, CT 06611
DIVISION OF PUPIL SERVICES
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

FUNCTIONAL BEHAVIORAL ASSESSMENT BY ACCOMMODATION PLAN (AP) OR IEP TEAM

* Attach to AP/IEP Form

Student ____________________ Grade ________ School ________________ Date ________

Date of Suspension ______________ Reason(s) ________________________________

Functional Behavioral Analysis (e.g., staff log, notes of observations, reports, attendance record, disciplinary notes, parent input, behavioral checklist, previous performance as noted on IEP, etc.):

________________________________________________________________________

Interventions which have been made and outcome:

________________________________________________________________________

Behavior Modification Plan recommend by this AP/IEP team to address current behavioral needs:

________________________________________________________________________

Summary of AP/IEP goals/objectives added to program, if needed:

________________________________________________________________________

Copies: White PPS Yellow School Pink Parent

10/97

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**DIVISION OF PUPIL SERVICES**
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

**MANIFESTATION DETERMINATION**

*Attach to Functional Behavioral Assessment/IEP forms/Accommodation Plan (AP)*

Student __________________________ Grade _______ School __________________________ Date _______

Number of Suspensions from school this academic year _______ Dates __________________________

1. **Behavior of student subject to disciplinary action:**

2. **Student’s Disability:**
   a. Evaluative, diagnostic, observational data
   b. Information provided by parent(s)
   c. Appropriateness of student’s AP/IEP and placement.
      - In relationship to the student’s behavior, are his/her AP/IEP and placement appropriate?
        Y _____ N _____ If No, explain
      - Have services provided been consistent with this student’s AP/IEP? Yes ____ No ____
        If No, explain
   d. If included in the AP/IEP, were behavioral interventions provided? Yes ____ No ____ N.A. _____

3. **Team Findings:**
   a. Did the student’s disability impair his/her ability to understand impacts and consequences of the behavior? Yes ____ No ____
   b. Did the student’s disability impair his/her ability to control behavior? Yes ____ No ____
   If the answer to either of the above questions is “Yes”, the behavior must be considered a manifestation of the disability.
   Is the behavior a manifestation of the student’s disabilities? Yes ____ No ____
   If manifestation is “Yes”, the student’s placement cannot be changed except via the AP/IEP Team process.
   If the behavior is not a manifestation of the disability, the student may be disciplined as non-disabled but FAPE must be continued.

4. **Meeting Participants and their Titles:**

*Note: This form is to be completed whenever school personnel or a hearing officer places the student in an Interim Alternative Educational Setting (IEAS), or when school personnel contemplate removal of student from school for more than 10 school days in a given school year. (Amendment: Sec. 615 (K) (4) pp. 58-60; Proposed Reg. 300.523.)*

Parent’s Signature __________________________

**MANIFESTATION DETERMINATION—PROCEDURES**

An MD is carried out by the AP/IEP team and other qualified personnel, when appropriate. The MD can be completed at an AP/IEP meeting regarding the change of placement. 5-day notice is not required for a MD. The MD must take place no later than 10 days after decision to place student in an IAES. (Re IAES—Notice to parents must be made no later than the day when change in placement is decided.)

Copies: White PPS Yellow School Pink Parents
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
DISCIPLINING CHILDREN WITH DISABILITIES

UNDER IDEA/504

Child Violates Code of Conduct

Option #1
Principal can refer student to alternative placement or suspend for a maximum of 10 school days (cumulative). Parents must be immediately notified of the discipline decision and all procedural safeguards. (Options #1 and #2)

OR

LEA can go before a hearing officer to prove that the student is dangerous ("beyond": a preponderance of the evidence) and request an injunction to place student in an alternative setting for no more than 45 calendar days.

Option #2
In case of a dangerous weapon or drug, principal can place child in interim alternative educational setting for a maximum of 45 calendar days. (AP/IEP team determines the setting and child returns to regular placement on the 46th day.)

For Both Options
Within 10 days, LEA must conduct a functional behavioral assessment and implement a behavior intervention plan as developed by the AP/IEP team. AND must conduct a manifestation determination with the parents' participation.

Required Elements for "Dangerousness"
1) Substantial likelihood of injury; and
2) Reasonable steps to minimize likelihood of harm.
3) Current AP/IEP is appropriate.
4) Interim education setting allows child to participate in general curriculum (although in another setting), to continue to receive modifications and AP/IEP services, and to receive services to ensure behavior doesn't recur.

MANIFESTATION DETERMINATION

Must Consider:
1) Evaluation/diagnostic results; including input of parent
2) Observation
3) AP/IEP placement

AND prior to finding "no manifestation"

Must Determine:
1) AP/IEP/placement were appropriate
2) Supplementary aids and services were provided
3) Behavioral interventions were provided.

No Manifestation:
Child can be disciplined as disabled. Must continue FAPE. (Parents have right to an expedited hearing.)

Is a Manifestation:
Child's placement cannot be changed except via AP/IEP team process.
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

OPTIONAL CLASSROOM INTERVENTIONS/ACCOMMODATIONS FOR AN ADD STUDENT

Classroom Accommodations:
- Seat the student at or near the front of the classroom.
- Establish clear, concise classroom rules.
- Increase distance between desks.
- Provide more working desktop space.
- Get student's attention before staring class instruction.
- Give instructions one at a time and check for understanding.
- Minimize visual distractions.
- Reduce auditory distractions, using earphones and earplugs as options.
- Allow for some standing during seatwork.
- Reward activity control by assigning active work or errand.
- Give break between assignments.

Behavioral Considerations/Interventions:
- Make sure there are no additional disabilities.
- Increase supervision at transition times.
- Provide immediate feedback.
- Ignore minor disruptions.
- Don't get involved in disruptive actions or arguments.
- Allow for legitimate movement.
- Use "time-out" for loss of privileges, not detention.
- Set social behavior goals and rewards.
- Determine student's preferred activities.
- Establish a reward/consequence system.
- Recognize strengths in front of other students.
- Check and clean desk regularly.

Academic Interventions:
- Ensure the student is at grade level.
- Modify assignments (reduce them or give alternatives).
- Allow the use of marker/highlighter during reading.
- Use multi-sensory techniques such as overhead projectors, colored chalk or marker, video or audiotapes.
- Provide large-spaced paper.
- Place piece of tape on desk at an angle for handwriting consistency.
- Allow for a mix of printing and cursive writing.
- Don't expect improvement by copying many times over; provide copies instead of requiring copying.
- Allow for student proctor as a note taker.
- Allow for use of tape recorder during lectures.
- Provide taped textbooks.
- Encourage the use of word processors or typewriters.
- Reduce oral instructions.
- Provide additional time for test-taking when needed.
- Allow oral response to test questions.
- Reduce test items per page.
- Encourage use of notebook with dividers.
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 1, 2015

Mrs. Smith / Dr. Budd

Agenda Item – IV-A-3

First Reading
6171.2/Pre-School Special Education

This comes to the Board as a recommended new policy required by federal and state special education statutes; it codifies the District’s obligations to pre-school special education consistent with federal and state special education statutes. The District Administration prepared this revision consistent with the statutes and suggested language from the Connecticut Association of Boards of Education (CABE). The Policy Committee, at its August 19, 2015, meeting, reviewed the draft prepared by the Administration and voted by unanimous consent to bring the recommended new policy to the Board for a First Reading.

Recommendation:

Review and Discuss
Pre-School Special Education

The Trumbull Board of Education recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director of Pupil Personnel Services;

2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;

3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;

4. Appointing and training appropriately qualified personnel;

5. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served;

6. Reporting as required to the State Education Department; and

7. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team’s (PPT) responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability.

It is ultimately the responsibility of the Trumbull Board of Education to provide the appropriate approved preschool program and services for the District’s children. Should the PPT’s determination and recommendations differ from parent/guardian preference, placement may be appealed by a parent/guardian through the procedures outlined in IDEA.

The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Adopted: ??
Legal References
Connecticut General Statutes

10-76a Definitions
10-76b State supervision of special education programs and services
10-76c Receipt and use of money and personal property
10-76d Duties and powers of boards of education to provide special education programs and services (as amended by PA 97-114)
10-76e School construction grant for cooperative regional special education facilities
10-76f Definition of terms used in formula for state aid for special education
10-76g State aid for special education
10-76h Special education hearing and review procedures. Mediation of disputes.
10-76i Advisory council for special education
10-76j Five-year plan for special education
10-76k Development of experimental educational programs

State Board of Education Regulations
10-76m Auditing claims for special education assistance
10-76a-1 et seq. Definitions
10-76b-1 through 10-76b-4 Supervision and administration
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)

34 C.F.R. 3000 Assistance to States for Education of Handicapped Children


Individuals with Disabilities Education Act, 20 U.S.C. §1400 et. seq. as amended by P.L. 105-17

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – September 1, 2015

Agenda Item – IV-A-4

Dr. Budd

First Reading
5131.911/Bullying and Teen Dating Violence Prevention and Intervention

An earlier, more limited version of this policy, previously titled “Bullying Prevention and Intervention Policy,” was first adopted in October 2003, and subsequently revised in January 2012. Connecticut Public Act 14-234 added related responsibilities for districts regarding teen dating violence, and thus the District Administration prepared this revision consistent with the statutory changes, suggested language from the Connecticut Association of Boards of Education (CABE), and advice from counsel. Substantive changes are as follows:

(1) Teen dating violence is now an embedded aspect throughout the policy, including in the Safe School Climate Plan. “Bullying” and “teen dating violence” are clearly defined. See pp. 1-2.

(2) Both bullying and teen dating violence allegations must be investigated per the requirements of the Safe School Climate Plan. See p. 3A, IV.

(3) For both bullying and teen dating violence allegations, reporting options have been legislatively expanded into three tiers: formal written reports, informal oral complaints, and anonymous reports. The three tiers have distinct handling mechanisms. See p. 5A, VI-A-VIC.

(4) Legislative changes require students to be notified annually of the process by which to make anonymous reports of bullying and/or teen dating violence. See p. 5A, VIC, as well as p. 11A, XA.
(5) Legislative changes require the parents/guardians of students involved in a bullying and/or teen dating violence investigation (both the alleged victim and the alleged perpetrator) to be notified promptly of such investigation. See p. 6A, VIIA.

(6) Formal District documentation requirements for bullying and teen dating violence investigations are distinguished based on statute. See p. 7A, VIIA-D. This policy's reference to protected classes of individuals has also been updated consistent with other recommended policy revisions the Board has recently reviewed. See p. 7A, VIIG.

Finally, to conform to the additions and adjustments described above, the Forms have been updated. Because the revisions are numerous and embedded, the attached shows the entire recommended revision (pp. 1-3, pp. 1A-11A, & Forms), followed by the current policy, struck through, for comparison if needed. All substantive revisions are described above.

The Policy Committee, at its August 19, 2015, meeting, reviewed the draft prepared by the Administration and voted by unanimous consent to bring the recommended revision to the Board for a First Reading.

Recommendation: Review and Discuss
BULLYING AND TEEN DATING VIOLENCE PREVENTION AND INTERVENTION

The Trumbull Board of Education (Board) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe for its students. The Board will not tolerate bullying, cyberbullying, teen dating violence, or retaliation in its schools and in school-related activities. In accordance with Connecticut State law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying, teen dating violence, or retaliation.

In accordance with Connecticut State law, the Board prohibits bullying and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional Board of Education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying and teen dating violence outside of the school setting if such bullying or teen dating violence (1) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (2) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (3) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence is likewise prohibited.

Students who engage in bullying or teen dating violence may be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student's property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.
Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. For purposes of this definition, the student against whom the activity is directed, and the student engaged in the bullying, must both attend the Trumbull Public Schools.

"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.

"Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

Consistent with the requirements under state law, the Trumbull Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy to address the existence of bullying and teen dating violence in its schools. The Safe School Climate Plan shall be in accordance with Connecticut State law as amended from time to time. The Plan shall minimally include all legal requirements for the reporting, recording, investigating, responding, and preventing of bullying, as well as those legal requirements specific to teen dating violence.

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of the Safe School Climate Plan and its requirements to report, investigate, or respond to bullying and teen dating violence. Under the law, parents/guardians, students and others who report bullying or teen dating violence in accordance with the District’s Safe School Climate Plan shall be granted immunity from claims of damage as well.

To be immune, the above named individuals must act in good faith and, in the case of a school employee or Board of Education member, act within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

Adopted: 02/04/03
Revised: 04/28/04, 02/13/07, 06/02/09, 01/2012 (state mandate)

References:

Public Act 11-232, “An Act Concerning the Strengthening of School Bullying/teen dating violence Laws”
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f
(March 16, 2009)
Conn. Gen. Stat. 10-222h
(cf.0521—Non Discrimination)
(cf.4131—Staff Development)
(cf.5114—Suspension and Expulsion/Due Process)
(cf.5131—Conduct)
(cf.5131.21—Violent and Aggressive Behavior)
(cf.5131.8—Out of School Misconduct)
(cf.5131.912—Aggressive Behavior)
(cf.5131.913—Cyberbullying) (cf.5131.91—Hazing)
(cf.5144—Discipline/Punishment) (cf.5145.4—Non Discrimination)
(cf.5145.5—Sexual Harassment) (cf.5145.51—Peer Sexual Harassment)
(cf.6121—Non Discrimination) (cf.6121.1—Equal Educational Opportunity)

Legal Reference:
Connecticut General Statutes
--10-15b Access of parent/guardian to student’s records. Inspection and subpoena of school or student records.

--P.A. 06-115 an Act Concerning Bullying Policies in schools and Notices Sent to Parents or Legal Guardians

--P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws

--P.A. 13-3 An Act Concerning Gun Violence Protection and Safety

--P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates

--P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault

Trumbull Board of Education policies
5131/Standard of Conduct 1212.1/Volunteers
5125/Confidentiality and Maintenance of Student Records
5146.6/Suicide Prevention/Intervention
TRUMBULL PUBLIC SCHOOLS
SAFE SCHOOL CLIMATE PLAN

The Trumbull Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying and teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying, as well as teen dating violence, and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying and teen dating violence is strictly prohibited, and students who are determined to have engaged in such behavior may be subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying and teen dating violence will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned leased or used by Board of Education.

B. The Board also prohibits any form of bullying and teen dating violence outside of the school setting if such bullying or teen dating violence (1) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (2) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (3) substantially disrupts the education process or the orderly operation of a school;

C. In addition to prohibiting student acts which constitute bullying or teen dating violence, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence.

D. Students who engage in bullying or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying and Teen Dating Violence

A. “Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student’s property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; and/or
5. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. For purposes of this definition, the student against whom the activity is directed, and the student engaged in the bullying, must both attend the Trumbull Public Schools.

B. “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.

C. “Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

III. Other Definitions

A. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

B. "Hostile environment" means a situation in which bullying or teen dating violence among students is sufficiently severe or pervasive to alter the conditions of the school climate.

C. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, cell phone, text messaging device, paging device, personal digital assistant, laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

D. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

E. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of positive behavioral interventions and supports process or another
evidence-based model approach for safe school climate or for the prevention of bullying or teen dating violence identified by the State Department of Education, (2) school rules prohibiting bullying or teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur, (4) inclusion of grade-appropriate bullying or teen dating violence education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, (8) promotion of parent involvement in bullying or teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions and (9) culturally competent school-based curriculum focusing on social, emotional learning, self-awareness and self-regulation.

G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities
All school employees are charged with the responsibility of taking reports of bullying and teen dating violence or if witnessing acts of bullying or teen dating violence to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

A. Safe School Climate Coordinator
For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. implement the District’s Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying and teen dating violence in district schools;
3. collect data regarding bullying and teen dating violence in the District's schools; provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. respond to bullying and teen dating violence in district schools;

5. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the school district and to make recommendations concerning amendments to the district’s Plan;

6. successfully complete the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services as required by law.

B. Safe School Climate Specialist
For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying or teen dating violence and act as the primary school official responsible for preventing, identifying and responding to reports of bullying and teen dating violence in the school and for the collection and maintenance of records of reports and investigations related to both.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying and teen dating violence in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying and teen dating violence investigations; 2) identify and address patterns of bullying and teen dating violence among students in the school; 3) review and amend school policies relating to bullying and teen dating violence; 4) implement the provisions of the School Security and Safety Plan (developed pursuant to Section 87 of Public Act 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing and or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school’s Security and Safety Committee; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying and teen dating violence; 7) collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.
C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying and teen dating violence among students in the school.

D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such Plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such Plan available on the Board's and each individual school in the school district's web sites and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools.

VI. Procedures for Reporting and Investigating Complaints of Bullying and Teen Dating Violence

A. Students and parents/guardians of students may file written reports of bullying and teen dating violence. Written reports of bullying and teen dating violence shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of alleged incidents, the target of the alleged bullying or teen dating violence, and the names of potential student or staff witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan. See Appendix A, Form 1.

B. Students may make informal complaints of conduct that they consider to be bullying or teen dating violence by verbal report to the Safe School Climate Specialist, or to any school employee. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such alleged incidents, the target of such alleged bullying or teen dating violence, and the names of any potential student or staff witnesses. Any school employee, including the Safe School Climate Specialist, who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report, if made by a school employee other than the Safe School Climate Specialist, shall be promptly forwarded to the appropriate building principal for review and action. See Appendix A, Form 1.

C. Students may make anonymous reports of bullying or teen dating violence to any school employee; they will be notified annually of the process by which to make such reports. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying or teen dating violence. No disciplinary action shall be taken solely on the basis of an anonymous report. See Appendix A, Form 1.
D. School employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying or teen dating violence. The school employee shall then file a written report not later than two (2) school days after making such oral report.

E. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying or teen dating violence and shall investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied will be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.

F. In investigating reports of bullying or teen dating violence, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying or Teen Dating Violence

A. Parents/guardians of the student alleged to have committed an act of bullying and/or teen dating violence, as well as the parents/guardians of the student alleged to have been bullied and/or subjected to teen dating violence, will receive prompt notice that an investigation has commenced.

B. Following investigation, if acts of bullying or teen dating violence are verified, the Safe School Climate Specialist or designee shall notify the parents/guardians of the students against whom such acts were directed as well as the parents/guardians of the students who have committed such acts of bullying or teen dating violence of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school’s response to the acts of bullying or teen dating violence. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying or teen dating violence.

C. In any instance in which bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall also invite the parents/guardians of the student who commits any verified act of bullying or teen dating violence to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying or teen dating violence; the parents/guardians of the student against whom any such act was directed shall be invited to a separate meeting with the same focus of communication.
The invitation may be made simultaneous with the notification described above in Section VII.B. The purpose of these meetings is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the students involved and to prevent further acts of bullying or teen dating violence.

D. If bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying or teen dating violence was directed. Such support plan will include safety measures to protect against further acts of bullying or teen dating violence.

E. A specific written intervention plan shall be developed to address repeated incidents of bullying or acts of teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

F. Notice to Law Enforcement—If the Principal of a school (or his/her designee) reasonably believes that any act of bullying or teen dating violence constitutes a criminal offense, he/she shall notify appropriate law enforcement.

G. If a bullying or teen dating violence complaint raises concern about discrimination or harassment on the basis of a legally protected classification such as race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to present or past history of mental disability, intellectual disability, learning disability, or physical disability, including but not limited to blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws, the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Records

A. Each school shall maintain written reports of bullying or teen dating violence, along with supporting documentation received and/or created as a result of bullying or teen dating violence investigations, consistent with the Board’s obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level
Safe School Climate Plan

and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

D. The Principal of each school shall maintain a separate list of the number of verified acts of teen dating violence.

IX. Other Prevention and Intervention Strategies

A. Bullying or teen dating violence behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of "bullying or teen dating violence", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual or to address an incident or incidents of teen dating violence against a student or students. This plan may include safety provisions, as described above, for students against whom acts of bullying or teen dating violence have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

1. Non-disciplinary interventions
   When verified acts of bullying or teen dating violence are identified early and/or when such verified acts of bullying or teen dating violence do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying and teen dating violence, its prohibition, and the student’s duty to avoid any conduct that could be considered bullying or teen dating violence. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.
If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

2. Disciplinary interventions
When acts of bullying or teen dating violence are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board’s Standard of Conduct policy/5131. This consequence shall normally be reserved for serious incidents of bullying or teen dating violence and/or when past interventions have not been successful in eliminating bullying or teen dating violence behavior.

3. The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or a student subjected to teen dating violence may include the following:

a. Counseling;
b. Increased supervision and monitoring of student to observe and intervene in bullying or teen dating violence situations;
c. Encouragement of student to seek help when victimized or witnessing victimization;
d. Peer mediation or other forms of mediation, where appropriate;
e. Student Safety Support plan; and
f. Restitution and/or restorative interventions.

4. General Prevention and Intervention Strategies
In addition to the prompt investigation of complaints of bullying or teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other district actions may ameliorate potential problems with bullying or teen dating violence in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:
Safe School Climate Plan

a. School rules prohibiting bullying or teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;

c. Inclusion of grade-appropriate bullying or teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator (student who commits bullying or teen dating violence), parents/guardians and school employees, and interventions with the bullied student or student subjected to teen dating violence (student to whom the act was directed), parents/guardians and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;

f. Student peer training, education and support; and

h. Promotion of parent involvement in bullying or teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;

i. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying or teen dating violence, including any such program identified by the Department of Education;

j. Respectful responses to bullying or teen dating violence concerns raised by students, parents or staff;

k. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying or teen dating violence, with a focus in evidence based practices concerning same;

l. Use of peers to help ameliorate the plight of victims and include them in group activities;

m. Avoidance of sex-role stereotyping;

n. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

o. Modeling by teachers of positive, respectful, and supportive behavior toward students;

p. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying or teen dating violence and help eliminate bullying or teen dating violence through class discussions, counseling, and reinforcement of socially-appropriate behavior.
Safe School Climate Plan

Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying or teen dating violence.”

X. Annual Notice and Training

A. Students, and parents/guardians of students, shall be notified at the beginning of each school year of the process by which students may make reports, including anonymous reports, of bullying or teen dating violence.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning the prohibition of bullying or teen dating violence.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention and response to bullying or teen dating violence as required by law.

XI. School Climate Assessments
On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.
Appendix A

Trumbull Public Schools
REPORT OF ALLEGED BULLYING OR TEEN DATING VIOLENCE

Date: ____________________

Please check one reporting option. Distinctions among these three options are described in Board Policy 5131.911, Section VI.

Formal Written Complaint? ______
Informal Oral Complaint? ______
Documentation of Anonymous Report ______

Based on the reporting option checked, please complete one of the following.

- For Formal Written Complaint
  
  Complaint made and documented by ________________________________

- For Informal Oral Complaint
  
  Complaint made orally by ________________________________ and
  documented by ________________________________

- For Anonymous Report
  
  Complaint documented by ________________________________

Please describe below the conduct alleged to be bullying and/or teen dating violence, including time and place, the number of alleged incidents, the alleged target and/or perpetrator of such alleged incidents, and the names of any potential student or staff witness, along with any known contact information. Please be as specific as possible. Definitions of bullying, including cyberbullying, and teen dating violence are found in Board Policy 5131.911. You may attach additional pages.

(continued on next page)
Have prior related allegations of bullying and/or teen dating violence been reported to Trumbull school personnel?

Yes  No

If Yes, please describe below to whom the reports were made, when, and at what level of reporting option (cf. three reporting option levels above).

If you have an opinion on how resolution of this alleged bullying and/or teen dating violence might be reached in the school setting, please describe below.

Signature of Reporter
I certify that the above information and events are accurate and complete to the best of my knowledge.

Signature of Reporter  Date Submitted

Form 1 – Cf. Policy 5131.911/Bullying and Teen Dating Violence Prevention and Intervention
Trumbull Public Schools

DOCUMENTATION OF REPORT AND INVESTIGATION OF ALLEGED BULLYING AND/OR TEEN DATING VIOLENCE

School __________________________ Date __________________________

Name of District or School Administrator __________________________________________

Name of Student ________________________________________________________________

- Use separate form for each involved student.

Type of report received or documented. Distinctions among these three options are described in Board Policy 5131.911, Section VI.

Formal Written Complaint? _____

Informal Oral Complaint? _____

Documentation of Anonymous Report _____

The parent(s)/guardian(s) of the student(s) alleged to have committed an act of bullying and/or teen dating violence, as well as the parent(s)/guardian(s) of the student(s) alleged to have been bullied and/or subjected to teen dating violence, must receive prompt notice that an investigation has commenced. See Board Policy 5131.911, Section VIIA.

Date & Time of Contact __________________________

Have the parent(s)/guardian(s) of the student alleged to have been bullied and/or subjected to teen dating violence given written permission for the District to disclose the child’s name, and other relevant information, in connection with the investigation? See Board Policy 5131.911, Section VIE, and Appendix C, Form 3.

Yes ______ No ______

Administrative Investigation Notes (use separate sheets as necessary)

(continued on next page)

Form 2 – Cf. Policy 5131.911/Bullying and Teen Dating Violence Prevention and Intervention
Following the investigation, is a finding of bullying warranted?

Yes  No

Following the investigation, is a finding of teen dating violence warranted?

Yes  No

If “yes” to both or either, the parent(s)/guardian(s) of the student(s) against whom such acts were directed as well as the parent(s)/guardian(s) of the student(s) who have committed such acts shall be notified not later than forty-eight hours after the investigation has been completed. See Board Policy 5131.911, Section VIIB.

Date & Time of Contact ________________________________

Additionally, if “yes” to both or either, the parent(s)/guardian(s) of the student(s) against whom such acts were directed as well as the parent(s)/guardian(s) of the student(s) who have committed such acts shall be invited to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying and/or teen dating violence. See Board Policy 5131.911, Section VIIIC.

Date & Time of Contact ________________________________

For a documented finding of bullying and/or teen dating violence, consult Board Policy 5131.911, Section VIIID-G for discussion of mandatory student safety support plans, potential notification of law enforcement, etc.

Attach all relevant reports and documentation. See Board Policy 5131.911, Section VIII, “Documentation and Maintenance of Records.”

Signature of District or School Administrator ____________________ Date Completed ____________________

Form 2 – Cf. Policy 5131.911/Bullying and Teen Dating Violence Prevention and Intervention
To Parent/Guardian:

A report of bullying and/or teen dating violence has been made on behalf of your child alleging that he/she has been the victim of bullying and/or teen dating violence. In order to facilitate a prompt and thorough investigation of the report, the Trumbull Public Schools requests you to permit the release of your child’s name in connection with the investigation process. You have the right to withhold this release and maintain anonymity.

Please check one.

[ ] I do give permission for the Trumbull Public Schools to disclose my child’s name in connection with the investigation process related to a report made on behalf of my child alleging that he/she has been the victim of bullying and/or teen dating violence.

[ ] I do NOT give permission for the Trumbull Public Schools to disclose my child’s name in connection with the investigation process related to a report made on behalf of my child alleging that he/she has been the victim of bullying and/or teen dating violence.

Signature of Parent/Guardian

Date

Name (Please print)

Signature of District or School Administrator

Form 3 – Cf. Policy 5131.911/Bullying and Teen Dating Violence Prevention and Intervention
BULLYING PREVENTION AND INTERVENTION POLICY

The Trumbull Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and free from bullying, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

1) causes physical or emotional harm to such student or damage to such student’s property;

2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3) creates a hostile environment at school for such student;

4) infringes on the rights of such student at school; or

5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, “Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
Consistent with the requirements under state law, the Trumbull Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to, provisions which:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;

2. Enable the parents or guardians of students to file written reports of suspected bullying;

3. Require school employees and bus personnel who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

4. Require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

5. Require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Include a prevention and intervention strategy for school employees to deal with bullying;

7. Provide for the inclusion of language in student codes of conduct concerning bullying;

8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education.
(11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

(12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(14) require the principal of a school, or the principal’s designee, to notify the appropriate local law enforcement agency when such principal, or the principal’s designee, believes that any acts of bullying constitute criminal conduct;

(15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting, if such bullying: (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district’s safe school climate plan, and in addition the policy will be available on the Trumbull Board of Education website at www.trumbullps.org.

(17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (3) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act (FERPA) and the district’s Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Trumbull Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board’s and each individual school in the school district’s website and ensure that the Safe School Climate Plan is included in the school district’s publication of the rules, procedures and standards of conduct for schools.

3
SAFE-SCHOOL-CLIMATE-PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior, however, involves a multifaceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased, or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased, or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

D. Students who engage in bullying behavior in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board’s policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. “Bullying” means the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student’s property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;

3. creates a hostile environment at school for such student;

4. infringes on the rights of such student at school; and/or

5. substantially disrupts the education process or the orderly operation of a school.

B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

B. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system;

C. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate:

D. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

E. "Outside of the school setting" means at a location, activity or program that is not school-related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

F. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and support process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of
outdoor areas, hallways, the lunchroom and other specific areas, where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student-peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. "School employee" means (1) a teacher, substitute teacher; school administrator, school superintendent, guidance counselor; psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;

3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;

4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school.
B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification, and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. Not later than January 1, 2012, the Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures, and standards of conduct for schools.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of
investigation is completed. This notification shall include a description of the incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e., building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the
VIII. Documentation and Maintenance of Log

school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parent/guardians involved, the meeting(s) may be held jointly.

C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal or his/her designee reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee may consult with any other individuals the Principal or designee deems appropriate.

F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.).

VIII. Documentation and Maintenance of Log
E. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

F. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

G. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one-prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline,
C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board’s Standard of Conduct Policy/5131. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying.
against a single individual. Intervention strategies for a bullied student may include the following:

a. Counseling;

b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

c. Encouragement of student to seek help when victimized or witnessing victimization;

d. Peer mediation or other forms of mediation, where appropriate;

e. Student Safety Support plan; and

f. Restitution and/or restorative interventions.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;

c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities, including developing healthy relationships and preventing dating violence as deemed appropriate for older students;

d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA training, cultural diversity/multicultural education or
other topics relevant to safe-school climate;

f. Student peer training, education and support; and

g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe-school climate or for the prevention of bullying, including any such program identified by the Department of Education;

i. Respectful responses to bullying concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence-based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Annual Notice and Training
A. Students, and guardians of students, shall be notified annually of the process by which students may report bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention, and response to bullying as required by law.

XI. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

References:

Public Act 11-232, "An Act Concerning the Strengthening of School Bullying Laws"

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f


Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-230a

Conn. Gen. Stat. 10-232g

Conn. Gen. Stat. 10-232h

5131/Standard of Conduct Policy

1212.1/Volunteer Policy

5125/Confidentiality and Maintenance of Student Records
Trumbull Public Schools
REPORT OF SUSPECTED BULLYING BEHAVIORS

Name of Person Completing Report:

Date:

Target(s) of Behaviors:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed
Against:

Date of Incident(s):

Location(s):

Time:

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places:

Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information:

Name

Address

Telephone Number
Have there been previous incidents (circle one)? Yes _______ No

If "yes", please describe the behavior of concern, the approximate dates, and the location:

Were these incidents reported to school employees (circle one) — Yes __ No __

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter ______ Date Submitted ______ Received By ______ Date Received ______

For Staff Use Only:

Has reporter requested anonymity? Y ______ N __

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Y ______ N __

Administrative Investigation Notes (use separate sheet if necessary):

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Bullying Verified? Yes ______ No ______

Remedial Action(s) Taken:

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: __________________________ Date Notified: __________
Parents' Names: __________________________ Date Notified: __________
Parents' Names: __________________________ Date Notified: __________
Parents' Names: __________________________ Date Notified: __________

If Bullying Verified, Has Invitation to Meeting Been Sent to Parents of Students?

Parents' Names: __________________________ Date Sent: __________
Parents' Names: __________________________ Date Sent: __________
Parents' Names: __________________________ Date Sent: __________
Parents' Names: __________________________ Date Sent: __________

Date of Meetings:

________________________

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan? Y — N
(Attach bullying complaint, witness statements, and notification to parents of students involved
if bullying is verified, Invitations to Parent Meetings, Records of Parent Meetings)

For Staff Use Only:

Action of Reporter:

Administrative Investigation Notes (use separate sheet if necessary):
Bullying Verified? Yes _______ No _______

Remedial Action(s) Taken:

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________

If Bullying Verified, Have Invitation to Meetings Been Sent to Parents of Students Involved?

Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________
Parents’ Names: ___________________________ Date Sent: ___________________________

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y ______ N ______

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings.)
TRUMBULL PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

School ___________________________ Date ___________________________

Location(s) ______________________________________________________

Reporter Information:

________ Anonymous student report ______

Staff Member report ______ Name ________________________________

Parent/Guardian report ______ Name ______________________________

Student report ______ Name ________________________________

Student Reported as Committing Act:

Student Reported as Target:

Description of Alleged Act(s):

_______________________________________________________________

Time and Place:

_______________________________________________________________

Names of Potential Witnesses:

_______________________________________________________________

_______________________________________________________________
Trumbull Public Schools

Report of Bullying/Consent to Release Student Information

Date: ____________________________

Name of Student: ____________________________

School: ____________________________

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Trumbull Public Schools may need to disclose the name of your child and/or other information in connection with this investigation which may otherwise disclose your child’s identity.

(Please check one):

I hereby give permission for the Trumbull Public Schools to disclose my child’s name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation:

I do NOT give permission for the Trumbull Public Schools to disclose my child’s name, along with any other information necessary to permit the district to adequately and appropriately investigate such report, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian ____________________________ Date ____________________________

Name (Please print) ____________________________
This policy was first adopted in June 1996 and has been revised periodically, most recently in January 2009; it codifies the District’s obligations and procedures for budget transfer consistent with state statutes. Based on Connecticut Public Act 13-60, a sentence has been added clarifying the District’s obligation to report to the Town Council in writing when an “emergency transfer” has occurred. The District Administration prepared this revision consistent with language from the Public Act. The Policy Committee, at its August 19, 2015, meeting, reviewed the draft prepared by the Administration and voted by unanimous consent to bring the recommended revision to the Board for a First Reading.

**Policy Committee changes with strikethroughs and new wording bolded and highlighted in green.**

**Recommendation:**

Review and Discuss
BUDGET TRANSFER

Policy Statement

In accordance with Connecticut General Statute Sec. 10-222, states: the money appropriated by any municipality the Town of Trumbull for the maintenance of its public schools shall be expended by and in the discretion of the Trumbull Board of Education. Any such board may transfer any unexpended or non-contracted portions of any appropriation for school purposes to any other item of such itemized estimate.

The purpose of this Budget Transfer Policy is to set guidelines for the transfer of funds between line items, and to give the Board of Education an opportunity to review deviations from the line item budget originally approved by the Trumbull Board of Education.

Adopted: 6/4/96
Approved Revisions: 6/02/98, 6/06/00
5/17/05, 01/08/09
Regulations

Transfers of Funds
During a fiscal year, the Board of Education may need to transfer funds from one budget line item to another.

The Board of Education may transfer unexpended or non-contracted portions of any appropriation for school purposes to any line item. Total expenditures shall not exceed the total appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes.

The approval of such transfers shall be based upon need, emergencies, and/or circumstances that were unforeseen at the time of the adoption of the budget, or a reordering of priorities during the fiscal year.

1. Emergency Expenditures
The Superintendent, in conjunction with the Board Chairman is authorized to approve non-budgeted expenditures under emergency circumstances if the next board meeting will not be held in time to consider it. Discussion of the emergency expenditure and determination of whether a transfer or supplemental request to the Board of Finance is necessary shall be added to the agenda of the next board meeting. A written explanation of an emergency transfer shall be provided to the Trumbull Town Council.

2. Budget Account Transfers
The Board establishes the following criteria for authorization of transfers:
- Building Principals or supervisors of cost centers have the authority to request transfers between line items within their cost centers with the exception of salary accounts for amounts not to exceed $5,000.
- The Superintendent or his/her designee has the authority to transfer funds between line items and between cost centers not to exceed $10,000.

All transfers over $10,000 shall be reviewed to determine if they are of a mandatory or discretionary nature. Mandatory transfers include, but are not limited to, expenditures required by state statute such as IEP or due process. The Superintendent or his/her designee may authorize any mandatory transfer required. All discretionary transfers require authorization from the Board of Education in public session.

All transfers will be reviewed by the Finance Committee and then by the full Board of Education on a monthly basis.

Reference
Connecticut P.A. 13-60
Report to the Board of Education  
Regular Meeting – September 1, 2015

Agenda Item – IV-B-1.2

Dr. Budd

Second Reading
4000.1/Affirmative Action
4111.1/Non-Discrimination in Employment

The Policy Committee presented Affirmative Action and Non-Discrimination in Employment for a First Reading on August 4, 2015. The policies have been revised to conform to recent federal and state statutes defining protected classes of individuals. Based on the Board’s feedback on August 4, these recommended revisions are identical to those seen on August 4, and are presented tonight for a Second Reading and Approval by the Board.

Recommendation:

Approve Affirmative Action and Non-Discrimination in Employment as presented
AFFIRMATIVE ACTION

Policy Statement

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment on the basis of race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws.

The Trumbull Board of Education recognizes that ensuring Equal Employment Opportunity is essential; however, it is not enough to guarantee the full and fair employment of minorities and other protected classes. Therefore, Affirmative Action is necessary because it requires the Trumbull Board of Education to make every reasonable effort to correct any major imbalances in its workforce. Special efforts will continue to be taken to ensure that full consideration has been given to all qualified minority and female employees and applicants.

This Policy Statement is based on both the spirit and the letter of state and federal anti-discrimination laws, regulations, and executive orders. Accordingly, care is taken to ensure that no person shall be excluded from participation in, be denied the benefits of, or otherwise be unlawfully discriminated against in any of its programs because of minority status as exemplified in paragraph one. The Trumbull Board of Education will not knowingly use the services of, patronize, or otherwise deal with any business, contractor, subcontractor or agency that engages in acts of unlawful discrimination.

Adopted: 11/03/99
Approved Revisions: 04/29/03, 02/10/04 09/18/07

NOTE: Title VI (Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin)
Title IX (Education Amendments of 1972 prohibits discrimination in education programs or activities)
United States Department of Education Office of Civil Rights
Genetic Information Non-Discrimination Act of 2008 (prohibits discrimination based on genetic information)
For appropriate person to contact, please refer to attached appendix.
References

- Guideline issued by the Equal Employment Opportunity Commission under Title VII

- Title VI of the Civil Rights Act of 1964


- Title IX of the Educational Amendments of 1972.

- Genetic Information Non-Discrimination Act of 2008

- P.L.97-35 Section 558 (c) (d) & 34 CFR 22.60
Title VI issues (Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin) can be reported to the Assistant Superintendent, who will serve as the District’s Title VI coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT 06611.

Title IX issues (Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities) can be reported to the Assistant Superintendent, who will serve as the District’s Title IX coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT 06611.

United States Department of Education Office of Civil Rights
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone (617) 289-0111
Fax (617) 289-0150
TTY (800) 877-8339
Email: OCR.Boston@ed.gov
Http://www.ed.gov/ocr
NON-DISCRIMINATION IN EMPLOYMENT

Policy Statement

The Trumbull Board of Education is an equal opportunity employer. The Trumbull Board of Education will not discriminate in its employment on the basis of race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws. No qualified person shall be subjected to discrimination in employment under any program of the Trumbull Board of Education.

The Superintendent will continually evaluate employment policies and practices in terms of this policy and will report to the Board the results of such evaluation. When appropriate, the Superintendent will recommend any changes of policies and practices to eliminate the effects of any discrimination. In reviewing employment practices in terms of this policy, the Superintendent shall, as needed, call upon the advice and counsel of the a Committee on Employment Policies.

The Board of Education shall establish regulations to ensure that the district recruit, employ, promote, and implement the hiring of qualified staff of diversity at all levels of employment. Recruitment methods include, but are not limited to: urban newspapers, national magazines, recruitment companies which specialize in minority educators, and to broaden and encourage internships to diverse groups of people.

The Superintendent will communicate the contents of this policy and its attendant regulations to employees and applicants for employment.

NOTE: Title VI (Civil Rights Act of 1964 prohibits discrimination based on race, color or national origin).
Title IX (Education Amendments of 1972 prohibits discrimination in education programs or activities).
Section 504 (Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap).
Genetic Information Non-Discrimination Act of 2008 (prohibits discrimination based on genetic information).
United States Department of Education Office of Civil Rights
For appropriate person to contact, please refer to attached appendix.
Adopted: 2/24/76
Approved Revisions: 10/79, 10/81, 11/88
4/93, 2/3/98, 04/29/03, 02/10/01, 09/18/07
Regulations

1. The Assistant Superintendent has the responsibility for supervising this policy and regulations while all administrators and supervisors in the employ of the Board of Education have the responsibility for administering this policy and regulation.

2. The Assistant Superintendent will be responsible for including in any printed materials used in the recruitment or application phases of the process of hiring new employees the statement that the Trumbull Board of Education is an Equal Opportunity Employer. He/she shall distribute such material without discrimination on the basis race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws.

3. By means of newspaper ads and by posting in appropriate places in all buildings, the Superintendent will annually inform all employees and employee bargaining units about this policy, its attendant regulations, as well as the name, office address and telephone number of the administrator responsible for administering this policy and its attendant regulations.

4. The Assistant Superintendent shall, as needed, appoint and chair a Committee on Employment Policies. This Committee shall be comprised of no more than five (5) members which shall as reasonably as possible be representative of all employee categories including, but not limited to, race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, (including but not limited to, present or past history of mental disability, intellectual disability, learning disability or physical disability, including but not limited to, blindness), genetic information, or any other basis prohibited by Connecticut State and/or Federal nondiscrimination laws. This committee shall review employment policies and practices in terms of this policy.

5. This Committee shall follow the established complaint procedure. The resolution of complaints is encouraged at the earliest stage.

Procedures

1. Employees shall discuss the complaint with their immediate supervisors with the hope of resolving the matter. Supervisors may seek assistance from other sources, including central office administration.

2. If the employee is not satisfied with the proposed resolution of the matter by his/her supervisor, the employee shall file, in writing, a discrimination complaint with the Assistant Superintendent. As much as practical under the circumstances, complaints will be maintained confidentially on a need to know basis. A complaint shall be acknowledged in writing...
within three (3) business days. It shall be investigated, and the complainant informed of the findings and recommendations, within twenty (20) business days of receipt of the complaint. In the unusual circumstance when an investigation cannot be concluded within twenty (20) business days, it shall be concluded as soon as possible.

3. If a complainant is not satisfied with the findings and/or recommendations, he/she may request, within ten (10) business days of the receipt of the decision of the Assistant Superintendent, a hearing before the Superintendent. Such request shall be in writing and shall state the reasons the complainant is not satisfied. The Superintendent shall meet with the complainant within ten (10) business days of receipt of the complaint and shall respond, in writing, within ten (10) business days of the hearing.

4. A complainant may, if desired or if dissatisfied with action taken at the local level, report the grievance directly to the United States Department of Education Office of Civil Rights.

5. At the conclusion of the investigation, all written complaints, investigating notes and other documents, other than any discipline dispensed, shall be maintained in a secure file, separate and apart from the personnel files of the parties involved.

Reference

- Trumbull Board of Education Policy:
  Affirmative Action, Policy Code 4000.1
  Sexual Harassment, Policy Code 4118.112
- Title VI of the Civil Rights Act of 1964
- Guideline issued by the Equal Employment Opportunity Commission under Title VI
- Section 46a-60, Discriminatory employment practices prohibited, General Statutes of Connecticut as amended
- Section 504 of the Rehabilitation Act of 1973
- Title IX of the Educational Amendments of 1972
- Genetic Information Non-Discrimination Act of 2008
- P.L. 97-35 Section 558 (c) (d) & 34 CFR 200.60
Title VI issues (Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin) can be reported to the Assistant Superintendent, who will serve as the District’s Title VI coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT 06611.

Title IX issues (Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities) can be reported to the Assistant Superintendent, who will serve as the District’s Title IX coordinator, at (203) 452-4348, Trumbull Public Schools, 6254 Main Street, Trumbull, CT 06611.

United States Department of Education Office of Civil Rights
5 Post Office Square, 8th Floor
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Telephone (617) 289-0111
Fax (617) 289-0150
TTY (800) 877-8339
Email: OCR.Boston@ed.gov
Http://www.ed.gov/ocr
Report to the Board of Education
Regular Meeting — September 1, 2015

Mr. O'Keefe, Mrs. Sinko

Agenda Item – IV-C

Approval/Head Start Food Service Agreement

Attached is the annual agreement between the Trumbull/Monroe Head Start program and the Trumbull Board of Education Food Service Department, the provider of meals for this joint program. Board approval is needed for compliance with Child and Adult Care Food Program (CACFP).

Administrative Recommendation: Review and Approve.
AGREEMENT TO FURNISH FOOD SERVICE BETWEEN THE CHILD AND ADULT CARE FOOD PROGRAM (CACFP) INSTITUTION AND THE BOARD OF EDUCATION (BOE)

This agreement is entered into by and between the Trumbull Board of Education and Board of Education

Trumbull / Monroe Head Start. The Trumbull Board of Education agrees to furnish meals to Trumbull / Monroe Head Start for the following per meal rates:

<table>
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<td>Breakfast</td>
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<tr>
<td>Snack(s)</td>
<td>$0.84</td>
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If applicable, include the types and amounts of any charges paid to the Board of Education in addition to the per meal price: Adult meals are not part of the free reimbursement charge. The charge for an Adult Breakfast is $2.00, Adult Lunch is $4.35 and Adult Snack is $1.20.

The additional charge must be included in the budget on the ED-099 Schedule A Application and Management Plan and be reported as part of the costs on the monthly claim for reimbursement.

Site(s) covered by this agreement include (list below or attach a list of sites):

1. Trumbull / Monroe Head Start
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________

It is further agreed that Trumbull Board of Education will assure that (check one option):

☐ Meals meet the CACFP meal pattern requirements and that the Board of Education will maintain complete and accurate records, including menus, amount of food prepared and number of meals provided daily;

☐ The School district has been approved by the Office of Child Nutrition to use Food Based menu planning to prepare meals (breakfast and lunch) for CACFP participants aged two and above. Meals for children under two and snacks for all ages will be planned using the appropriate CACFP meal patterns. In addition:

- Weekly menus will meet the established level of nutrients and calories for the appropriate age group.
The Trumbull Board of Education agrees also to retain records for three years or until the resolution of any outstanding audit findings and upon request, to make all accounts and records pertaining to the program available to representatives of the administering agency for audit or administrative review.

This agreement shall be effective, from 09/01/15 to 06/30/16.

It may be terminated by notice in writing by either party at least 30 days prior to the date of termination.

Signature of Board of Education Official
Superintendent
Title
Date

Signature of CACFP Institution Official
Director
Title
Date

A copy of the signed agreement must be forwarded to the School Lunch Director and to the State Agency.
Report to the Board of Education
Regular Meeting – September 1, 2015

Agenda Item – IV-D

Mr. Guarino, Ms. Hilser

Post High School Plans
Class of 2015

Attached is the annual Post High School report for the Class of 2015.

This report includes:

- Four year college summary, including data over the past four years.
- Thirteen year post secondary educational plan comparison.
- Class of 2015 college applications by GPA and alphabetical listing of colleges and universities.

Administrative Recommendation: Receive and File.
TRUMBULL HIGH SCHOOL
CLASS OF 2015 - FOUR YEAR COLLEGE SUMMARY

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</table>

The Guidance Department processed 3013 (four year) and 64 (two year) college applications and transcripts. 70% of the applications processed to 4-year colleges received a favorable decision. 
15% of the applications processed to 4-year colleges received an unfavorable decision. 
79% of the graduating class intends to enroll in a 4-year college. 
13% intend to continue their education at a 2-year college/trade or technical school 
1.5% intend to be employed. 
1.7% intend to join the military.

Class of 2015 
522 Graduates 
92% Attending Higher Education 

Dated: August 2015

College ratings are based on 2015 Barron's Profile of American Colleges
## Trumbull High School
**Thirteen Year Post Secondary Educational Plans**

<table>
<thead>
<tr>
<th>Class of:</th>
<th>4-Year Colleges</th>
<th>2-Year &amp; Community</th>
<th>Business &amp; Other Schools</th>
<th>Total Cont. Education</th>
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</tr>
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<tr>
<td>2003</td>
<td>77%</td>
<td>8%</td>
<td>3%</td>
<td>88%</td>
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Insert

2015 Post High School Report by GPA
Insert
2015 Post High School Report by College
The administration closely monitors enrollment during the summer months. The following is a breakdown of our elementary school numbers as of August 28, 2015, excluding out-placed students.

<table>
<thead>
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<th>School</th>
<th>Projected</th>
<th>Actual</th>
<th>Difference</th>
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<tr>
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<td>455</td>
<td>461</td>
<td>6</td>
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<tr>
<td>Daniels Farm</td>
<td>432</td>
<td>457</td>
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<tr>
<td>Frenchtown</td>
<td>519</td>
<td>553</td>
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<td>Jane Ryan</td>
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Please note the following observations:

1) Past experience has shown that these numbers usually increase as we get closer to the opening of the 2015 – 2016 school year.

2) Our K – 5 projected enrollment was 2,687; actual students enrolled are 2,745. As of August 28, 2015, we are 58 students above projections.

3) Reminder– Board of Education class size guidelines are:

   - Kindergarten: 20 students
   - Grades 1 & 2: 22 students
   - Grades 3 – 5: 25 students

Administrative Recommendation: Review and discuss.
### Class Size Maximum

- **K**: 20
- **Gr. 1, 2**: 22
- **Gr. 3, 4, 5**: 25

### PRE-K, ELEMENTARY and OUTPLACED ENROLLMENT

**TRUMBULL PUBLIC SCHOOLS**

**September 1, 2015**

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<th>GRADE</th>
<th>BOOTH HILL</th>
<th>DANIELS FARM</th>
<th>FRENCHTOWN</th>
<th>JANE RYAN</th>
<th>MIDDLEBROOK</th>
<th>TASHUA</th>
<th>TOTAL</th>
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**Subtotal**

- 461
- 457
- 553
- 380
- 495
- 399
- **2,745**

**Outplaced**

- **2**

**TOTAL**

- 461
- 457
- 553
- 380
- 495
- 399
- **2,745**

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**Total: 131**
**Total: 135**
Report to the Board of Education
Regular Meeting – September 1, 2015

Agenda Item – IV-F

Presentation of Opening-of-School Professional Development Experiences

Dr. Budd will present a brief video highlighting the professional development experiences of Trumbull’s teachers prior to this year’s first student day of school.

Administrative Recommendation:

Review and discuss.