

Regular Meeting Minutes – Ashford Board of Education
December 7, 2023
Room 16, Ashford School and via Zoom

Call to Order

The meeting was called to order at 7:03 PM by Chair Jane Urban.

Members Present: Kim Kouatly, Chonte Fields, Jennifer Leszczynski (via Zoom) and Amanda Cantrell

Members Absent: Al Maccarone, Meghan Smith

Others Present: Supt. Cindy Ford and Nick Caruso of the CT Association of Boards of Education. Two members of the school community were present via Zoom.

Pledge of Allegiance

Recited by all present

Opportunity for Public Comment

None

Facility Update

Mrs. Ford distributed an update of the status of the facility and working projects. Discussion followed.

CABE Board Member Training – Nick Caruso

Nick Caruso gave a presentation on board member roles, responsibilities, procedural actions and best practice.

New Business

a. 1st Reading of Policy Updates Provided by Counsel

Members accepted as first reading, counsel's October 2023 written summary of policies requiring revision as a result of new or updated legislation.

Opportunity for Public Comment

None

Next Meeting Date/Agenda Items

December 21, 2023 – audit update/financial reports; consent agenda; 24-25 Ashford School calendar; 2nd reading of policies, curriculum presentation, capital planning priorities and building committee update.

Adjournment

Motion made by Chonte Fields to adjourn the meeting (8:57 PM). Motion seconded by Amanda Cantrell and carried unanimously.

Zoom Recording Information


https://us02web.zoom.us/rec/share/HL8V5ofvCayjelaYEs67I9S56L4jH5XYsmGXYqqq70AtjSQVLoaR1r_9Rc0U-qbb.GszuFoWNI2qNsU7z

Passcode: B6sk6I56


Recorded by: Jennifer Truax


Attachments: Facility Update; CABE Handouts; October 2023 Policy summary

The minutes of the Ashford Board of Education are unapproved until such time the board has taken action to officially approve them

	gathering all the materials needed to apply for our reimbursement from the state of CT. For this project the reimbursement rate is currently 65% for Ashford.		
	Freezer update: On Tuesday November 7th a company will be coming to do a walk through to see what freezer we have and what they would be quoting for the project.		
	The new generator is scheduled to ship on November 6th. It takes 4 to 8 days for the generator to arrive at Ashford School. The new automatic switch is all installed ready to be hooked up to the new generator.		
	Fire Panel: The newest quote has been forwarded to the Selectmen's office. We are hoping to get this project on the calendar during a vacation. Reminder that this is to replace an aging out panel. The panel currently does work and we continue to service the panel to ensure it is functioning properly.		
 12/7/2023	The new generator is still enroute. Last check was that it would be arriving in CT December 7th, today, and then Kinsley will arrange delivery to the school.		
	Architectural designs for the roof are being finalized and should be going to the Building Committee next week and then needs to be approved through the BOS. Once that happens the state will review and next steps of the process will be given. I will be working with the First Selectwoman and Building Committee to ensure we have all the correct documents ready for the state.		
	We had a major septic back up yesterday during the day. We have sent out reminders to the staff and students to		

	it into the automatic switch.		
	Heat is up and running. Some maintenance work will take place next week to ensure all will be running properly for upcoming winter and fall.		
	Fire panel and fire system need some minor repairs. These will be completed ASAP and we are working with the town to move the new fire panel forward. This project is on the approved Capital Projects list for this 2023/2024 school year. We are waiting on an updated quote since the quote we got was from April of last school year.		
	In the kitchen repairs have been done on the freezer and the team is looking into the prospects of replacing our current freezer with money from the National School Lunch funds. More information will come in the upcoming months. Deana is working with vendors to see what the best path is.		
11/2/2023	Roof Project update: The BOS has selected Hibbard and Rose for the Roof Replacement Project as the Architectural firm. This selection was made in collaboration with the Building Committee. This company was unanimously chosen by the interview committee for the Project. This company presented extremely well and showed extensive knowledge of the process and was able to demonstrate a clear understanding of our specific roof and talked about some of the areas of concern that he saw during the walk through. He was very thorough. Currently I am working on filing our correct paperwork to secure the grant process for reimbursement of our roof project.		
	UST: We will be beginning the process of		

	<p>NOT flush anything other than toilet paper down our toilets. Septics can't handle them and it causes blockages. We will be adding a yearly to every two year flush of our system when we empty the septic tanks in the summer months to help with this issue. Mike was instrumental on the cleanup and ensuring there was minimal damage and disruption.</p>		
	<p>Deana is working diligently with the state to submit all the documents for our reimbursement for the Underground Storage Tank.</p>		
	<p>Last week during the warmer weather we had a pipe to our boiler rust out and begin leaking. Because Mike is constantly checking he was able to find the leak quickly and have it repaired without much disruption.</p>		
	<p>Deana is also working diligently on the freezer replacement. There is a meeting next week to determine next steps for that project. Again this project is being funded by the money from the cafeteria. A new freezer is on the list of approved ways to spend that money and it will cover the cost of the new freezer.</p>		




**Legal Responsibilities
of Board Members**

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Constitution of the State of Connecticut
Article Eighth
OF EDUCATION
(Free public schools)



Sec. 1. There shall always be free public elementary and secondary schools in the state. The general assembly shall implement this principle by appropriate legislation.

Constitution of the **State** of Connecticut



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Article Eighth **OF EDUCATION** (Free public schools)



Sec. 1. There shall always be free public elementary and secondary schools in the state. **The general assembly shall implement this principle by appropriate legislation.**



CGS 10-220 Duties of boards of education.
(a) Each local or regional board of education shall maintain good public elementary and secondary schools, implement the educational interests of the state as defined in section 10-4a and provide such other educational activities as in its judgment will best serve the interests of the school district;...



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CGS 10-218a. Oath of office.

Members of boards of education shall, before entering upon their official duties, take the oath of office provided in section 1-25.

"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Connecticut and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability."



The Board of Education member is a state official functioning at a local level.



CGS 10-4a Educational interests of state identified.

For purposes of sections 10-4...the educational interests of the state shall include, but not be limited to, the concerns of the state (1) that each child shall have for the period prescribed in the general statutes equal opportunity to receive a suitable program of educational experiences;



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(2) each school district shall finance at a reasonable level at least equal to the minimum budget requirement pursuant to the provisions of section 10-262j an educational program designed to achieve this end; (; and



(3) In order to reduce racial, ethnic and economic isolation, each school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic and economic backgrounds and may provide such opportunities with students from other communities.



(4) that the mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education be implemented.



Unfunded



(4) that the mandates in the general statutes pertaining to education within the jurisdiction of the State Board of Education be implemented.

shall provide an appropriate learning environment for its students which includes:

- adequate instructional books, supplies, materials, equipment, staffing, facilities, and technology,
- equitable allocation of resources among its schools,
- a safe school setting.

• Must set policies on...

- discipline
- homework, attendance, promotion & retention, drugs & alcohol, youth suicide
- uniform treatment of recruiters
- reporting of bus complaints




CGS 10-157 Superintendents

(a) Any local or regional Board of Education shall provide for the supervision of the schools under its control by a superintendent who shall serve as the chief executive officer of the board. The superintendent shall have executive authority over the school system and the responsibility for its supervision.



CGS 10-157 Superintendents

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CGS 10-157 Superintendents

Employment of the superintendent shall be by election of the board of education.

...

The board of education shall evaluate the performance of the superintendent annually in accordance with guidelines and criteria mutually determined and agreed to by such board and such superintendent.



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CGS 10-151b.

Evaluation by superintendents of certain educational personnel.

- a.) The superintendent of each local or regional board of education shall, ...continuously evaluate or cause to be evaluated each teacher. The superintendent shall report the status of teachers evaluations to the local or regional board of education on or before June of each year.



10-222 Appropriations & Budget

Each local board of education shall prepare an itemized estimate of the cost of maintenance of public schools for the ensuing year and shall submit such estimate to the board of finance...The money appropriated by any municipality for the maintenance of public schools shall be expended by and in the discretion of the board of education.



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10-222 - Any such board may transfer any unexpended or uncontracted-for portion of any appropriation for school purposes to any other item of such itemized estimate.



10-235 Each board of education shall protect and save harmless any member of such board...

- Which acts are not wanton, reckless or malicious...
- within board's statutory authority

Board of Education Roles & Responsibilities

Nick Caruso
Senior Staff Associate
for Field Services and
Coordinator of Technology



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1

Introductions



2

How many school board members does it take to screw in a light bulb?



3

How many school board members does it take to screw in a light bulb?

None!



It's up to the board to say
"let there be light".

4

How many school board members does it take to screw in a light bulb?



It's up to the superintendent to decide if it will be incandescent, fluorescent, candle, solar, neon or LED (and designate his/her staff to actually screw in the light bulb).

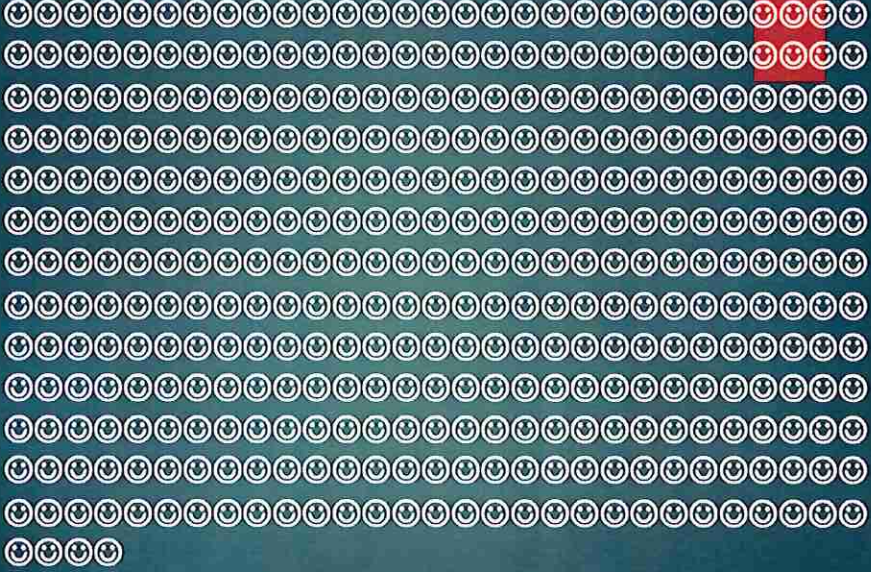
5

How many school board members does it take to screw in a light bulb?



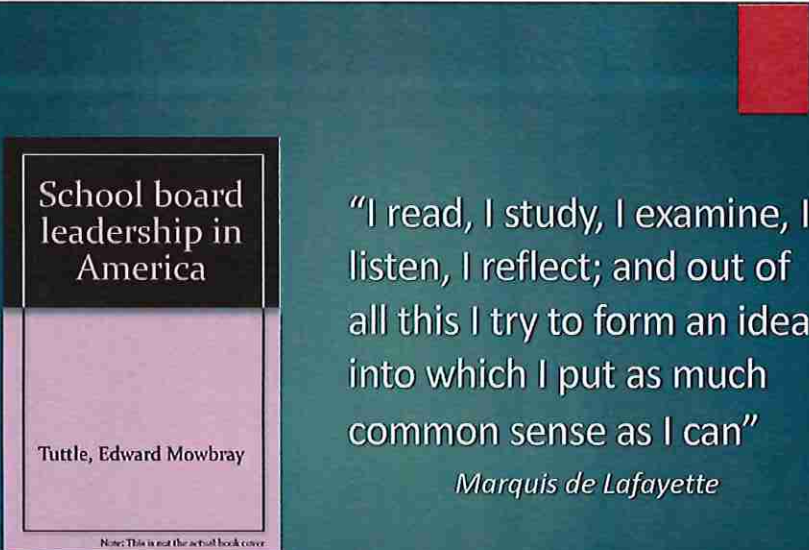
It's up to the board to evaluate the quality of lighting.

6



There are 381 faces on this page
(One for EVERY Child in the Ashford Public Schools)

7



School board leadership in America

Tuttle, Edward Mowbray

Note: This is not the actual book cover

“I read, I study, I examine, I listen, I reflect; and out of all this I try to form an idea into which I put as much common sense as I can”

Marquis de Lafayette

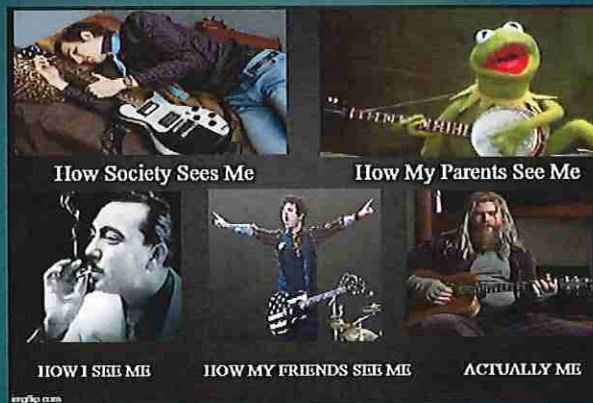
8

*"Great leaders don't set out to be a leader;
they set out to make a difference."*

Lisa Haisha

9

Substitute your Board of Education



10

Your Board of Education

How Society Sees Us

How Our Parents See Us

How We See Us

How Our Community Sees Us

How Our Kids See Us

How Our Friends See Us

How Our Staff See Us

How Legislators See Us

Actually Us

How I See Me

11

Is Your Team More Like



Lasagna

OR

?

Ravioli & Meatballs


12



Legal Responsibilities of Board Members

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How does a board of Education know how well it is doing?

14

How does a board of Education know how well it is doing?

By doing an annual
Board Self-Evaluation



Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. An "X" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided on Page 8.

	5	4	3	2	1	X	Notes
Vision							
The Board has a vision/mission for the school district with a primary focus on student achievement.							
The vision/mission and goals are developed collaboratively with staff and the community.							
Strategic planning that aligns with the vision/mission for the district.							
The Board uses the district policy manual to create a culture that supports the vision and goals of the district.							
The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.							
The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.							
The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.							
Total - Vision							
Community Leadership							
The Board communicates and interprets the school district's vision/mission to the public and listeners, and incorporates appropriate community perspectives into board action.							
The Board works to promote the accomplishments of the district within the district and community at large.							
The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.							
The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local education programs and							

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Questions/Comments?

ncarus@cab.org

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**MODEL POLICY CLIENTS
SUMMARY OF CHANGES TO MODEL POLICIES
OCTOBER 2023 UPDATE**

Introduction

In May 2023, we provided you with a Memorandum summarizing revisions we made to a variety of our model policies, administrative regulations, and forms. Since that time, we have made additional revisions to existing policies, primarily based on recent legislative changes. These updates are designed to ensure legal compliance and consistency among all of our model policies.

This Memorandum is comprehensive of all model document revisions made thus far during 2023. Revisions made since May 2023 are identified in yellow highlight, and prior revisions are marked with the date of revision, for ease of reference. The redlines for policy changes identified in this Memorandum are included in the 2023 redlines folder in the client portal. We will provide you with additional model policy revisions later this fall.

For access to these policies, regulations, and accompanying documents, please visit our client portal and use the login and password with which you have been provided. If you need any assistance with your login and/or password, please contact Lilli Robertson, lrobertson@goodwin.com. If you have any questions about the policy revisions, please contact Dori Pagé Antonetti, dantonetti@goodwin.com, Sarah E. Gleason, segleason@goodwin.com, or Gwen J. Zittoun, gzittoun@goodwin.com.

Series 1000: Community/Board Operation

Non-Discrimination (Community) (11v9) (May 2023 Revision) *Approved 6/15/23*

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." In addition, we have updated the regulations and the complaint procedures consistent with a recently issued [resolution](#) from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Community) (12v11) (October 2023 Revision)

Connecticut's anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145

established a statutory definition of the term “sexual orientation.” We revised this policy to include this new definition and to reflect the federal requirement that boards of education provide equal access to the Boy Scouts and other groups. We also made several technical revisions to this policy for clarity.

Series 2000: Administration

NONE

Series 3000: Business

NONE

Series 4000: Personnel

Employment and Student Teacher Checks (21v19) (May 2023 Revision) *Approved 6/15/23*
State law prohibits employers from requiring applicants and employees to disclose the existence of erased criminal history information. Effective January 1, 2023, the definition of erased records has been expanded. In addition, Connecticut General Statutes Section 31-51i now requires that employment applications that contain a question concerning the criminal history of the applicant also contain a specific notice in “clear and conspicuous language.” We have revised our model policy to identify this notice requirement and to include the required notice language. We have also made revisions to reflect gender-neutral language and other technical edits.

Family and Medical Leave (13v11) (May 2023 Revision) *Approved 6/15/23*
We have revised this policy to provide additional details regarding eligibility for and administration of leave consistent with the requirements of the federal Family and Medical Leave Act (FMLA) and applicable state law. While this policy does not, and cannot, recite every statutory and regulatory requirement, the revisions are designed to provide additional guidance in areas that are often the subject of client inquiry. When administering leave pursuant to the FMLA, districts should be aware of any applicable collective bargaining agreement provisions, which may provide greater benefits to the employee than the requirements of law, which are reflected in the policy.

In addition, consistent with federal regulations, we have included an optional section allowing for intermittent leave following the birth or placement of a healthy child, but only if the employer agrees. A board of education may decide that it will not allow intermittent or reduced schedule leave for these reasons, and therefore not include this provision in its policy. If it does include this provision, the district must be aware of its equal protection obligations and treat similarly situated individuals in the same manner.

Increasing Educator Diversity Plan (formerly titled Plan for Minority Educator Recruitment) (7v5) (October 2023 Revision)

Under prior law, boards of education were required to develop and implement a “plan for minority educator recruitment” to reduce racial, ethnic and economic isolation and provide students with opportunities to interact with teachers from a variety of racial, ethnic, and

economic backgrounds. Effective July 1, 2023, state law requires that such plan be named the “increasing educator diversity plan.” The new law also changes various references from “minority” to “diverse” without redefining the term’s underlying meaning. We revised our model policy to account for these language adjustments. Boards of education should note that, pursuant to Section 10 of Public Act 23-167, they are now required to submit their “increasing educator diversity plan” to the Commissioner of Education by March 15, 2024 for review and approval. In customizing and implementing their plans, boards of education should be mindful of state and federal legal requirements as well as evolving legal developments in the wake of the United States Supreme Court’s [decision](#) in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* and *Students for Fair Admissions, Inc. v. University of North Carolina*.

Non-Discrimination (Personnel) (25v23) (May 2023 Revision) *Approved 6/15/23*

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut’s anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of “domestic violence victim.” In addition, effective January 1, 2023, it became an unlawful discriminatory practice for an employer to make decisions based on an employee’s or job applicant’s erased criminal record and we have added language reflecting this new prohibition. We have also updated the regulations and the complaint procedures consistent with a recently issued [resolution](#) from the U.S. Department of Education Office of Civil regarding a school district’s obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Personnel) (26v25) (October 2023 Revision)

Connecticut’s anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145 established a statutory definition of the term “sexual orientation.” We revised this policy to include this new protected class definition. We also made several technical revisions to this policy for clarity.

Reports of Suspected Abuse or Neglect of Children or Reports of Sexual Assault of Students By Employees (36v34) (October 2023 Revision)

Under current law, school employees must make certain mandated reports, as described in this policy. Our model policy contains several appendices, one of which contains relevant excerpts of statutory definitions of sexual assault and related terms covered by mandatory reporting laws and the policy. Effective October 1, 2023, the definition of “sexual contact” and “sexual assault in the fourth degree” have been expanded to include sexual contact with the deceased. We revised our model appendix to reflect the new definitions.

Series 5000: Students

Administration of Student Medications in the Schools (39v37) (October 2023 Revision)

In 2022, the General Assembly revised state law regarding the administration of medication in schools to allow specified school personnel to maintain and administer opioid antagonists to students in emergency circumstances, provided certain requirements are met. Among other things, boards of education were authorized to enter into agreements with prescribing practitioners and pharmacists (“prescribers”) related to the distribution and administration of opioid antagonists (*e.g.*, Narcan) for the reversal of an opioid overdose. The law was revised again this year to specify that this agreement may apply to any intranasally (administered through the nose) or orally administered opioid antagonists. The law was also revised to allow boards of education and prescribers to enter into agreements permitting boards to install a “secure box” containing opioid antagonists and/or a “vending machine” distributing opioid antagonists on their premises, provided certain requirements are met. We have revised our model policy to include provisions for boards that enter into these new agreements.

Admission to the Public Schools at or Before Age Five (NEW)

Under current law, boards of education are required to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the district to attend school in accordance with state law. In addition, current law requires children to be at least five years old on or before January 1 of the school year in order to enroll in the public schools. Beginning July 1, 2024, children must turn five years old on or before September 1 of the school year in order for that child’s parent or guardian to enroll the child in kindergarten. The new law further provides, effective July 1, 2024, that a child who is not five years old on or before September 1 of the school year may be admitted to public school (1) upon written request by the child’s parent or guardian to the school principal and (2) after the principal and an appropriate certified staff member conduct an assessment of the child to ensure that admitting the child is developmentally appropriate. In light of the new statutory requirements, we drafted a new policy to address admission to the public schools. We will continue to monitor whether additional guidance will be provided by the State Department of Education as related to the new statutory provisions.

Bullying Prevention and Intervention (42v39) (May 2023 Revision) *Approved 4/15/23*

We have revised this policy and the model Safe School Climate Plan to add definitions of “discrimination” and “harassment.” While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. We have also clarified that the policy is applicable to both schools and alternative school programs operated by a board of education. We have also made additional technical revisions for clarity.

High School Graduation Requirements (7v6) (October 2023 Revision)

Under prior law, students graduating in 2024 and beyond were required to complete a one-credit mastery-based diploma assessment to graduate high school. Public Act No. 23-204 amends this requirement to afford boards of education discretion whether to require this one-credit mastery-based diploma assessment as a graduation requirement, and this policy has been updated to reflect this change. This revised policy also includes the new requirement that students graduating in 2027 and beyond complete one-half credit in Personal Financial Management and

Financial Literacy, which may be counted toward the humanities or as an elective credit, in order to graduate. In addition, we revised this model policy to address the new FAFSA graduation requirements detailed in the summary concerning the revisions made to the Policy to Improve Completion Rates of the FAFSA. Lastly, we made other technical revisions to this policy, including the elimination of outdated policy language.

Non-Discrimination (Students) (26v24) (May 2023 Revision) *Approved 6/15/23*

We have revised this policy to add definitions of discrimination and harassment and include examples of the types of conduct that may be considered Protective Class harassment prohibited by the policy. While not required by law, these revisions are designed to provide guidance to districts in determining whether conduct in question constitutes discrimination or harassment. We have also added optional language regarding biased conduct and/or communications by students and a school district's obligation to address such biased conduct and/or communications. Further, in 2022, Public Act 22-82 added domestic violence victims as a protected class under Connecticut's anti-discrimination laws. We have revised the policy to reflect this new protected class and to include the definition of "domestic violence victim." We have also made additional revisions to clarify that parent/guardians, staff members, and other students may report discrimination or harassment on behalf of a student. In addition, we have updated the regulations and the complaint procedures consistent with a recently issued [resolution](#) from the U.S. Department of Education Office of Civil regarding a school district's obligations to ensure that students are not subjected to a hostile environment on the basis of a protected class. Finally, we have made numerous technical revisions for clarity.

Non-Discrimination (Students) (27v26) (October 2023 Revision)

Connecticut's anti-discrimination laws prohibit discrimination on the basis of many different categories, including but not limited to sexual orientation. In 2023, Public Act No. 23-145 established a statutory definition of the term "sexual orientation." We revised this policy to include this new definition and to reflect the federal requirement that boards of education provide equal access to the Boy Scouts and other groups. We also made several technical revisions to this policy for clarity.

Policy to Improve Completion Rates of the FAFSA (3v2) (October 2023 Revision)

We revised this policy to include the new Free Application for Federal Student Aid ("FAFSA") graduation requirements for students graduating in 2025 and beyond. Students in these graduating classes are now required to satisfy one of the following before graduation: (1) complete a FAFSA; (2) for students without legal immigration status, complete and submit to a public institution of higher education an application for institutional financial aid; or (3) complete a waiver of completion of the FAFSA and/or financial aid application. We further revised this policy to identify that certain certified educators may complete a waiver on behalf of any graduating student, under specific circumstances. In addition, we have made technical revisions for clarity.

Recess and Play-Based Learning (formerly titled Physical Activity, Undirected Play and Student Discipline) (11v10) (October 2023 Revision)

Public Act No. 23-159 and Public Act No. 23-101 add new play-based learning requirements for pre-school through fifth grade. Beginning with the 2024-2025 school year, each board of education must provide for play-based learning during the instructional time of each regular school day for students in preschool and kindergarten. Teachers who instruct students in grades

one to five must be permitted to utilize play-based learning during the instructional time of a regular school day. We revised this policy to include these upcoming play-based learning requirements. The new law also includes a definition of “recess,” which has been incorporated throughout the policy. Finally, we have made minor technical revisions for clarity.

Student Attendance, Truancy and Chronic Absenteeism (30v29) (May 2023 Revision)

Approved
6/15/23

In 2021, the Connecticut legislature directed the State Board of Education to amend its definitions of “excused absence” and “unexcused absence” as they relate to student attendance during remote learning. In the fall of 2022, the State Board of Education responded to this mandate by revising its definition of “in attendance.” We have revised our model regulations to reflect the new definition. In addition, we have revised the regulation’s documentation requirements to allow districts greater flexibility, while still following the guidelines established by the Connecticut State Department of Education. The revised language allows districts to accept delivery of written documentation to support a student’s absence through a scanned copy sent by e-mail under “certain circumstances” rather than “in rare and extraordinary circumstances.”

Student Discipline (72v69) (May 2023 Revision)

Approved 6/15/23

We have revised this policy to add a definition of “Protected Class Harassment” and clarify that Protected Class Harassment is an offense that may lead to disciplinary action. Further, pursuant to changes in Connecticut law regarding the legalization of cannabis under certain circumstances, we have clarified that the sale or distribution of less than one kilogram of cannabis is not subject to mandatory expulsion pursuant to Connecticut General Statutes Section 10-233d. We have also made additional technical revisions for clarity.

Suicide Prevention and Intervention (7v5) (October 2023 Revision)

Under current law, boards are required to adopt a written policy and procedures for addressing youth suicide prevention and youth suicide attempts. State law also authorizes, but does not require, boards of education to establish a student assistance program, which if established by the board must identify risk factors for youth suicide, procedures to intervene with such youths, referral services, and training for teachers and other school professionals and students who provide assistance to such program. If established, such student assistance program must comply with statutory requirements, including but not limited to Public Act 23-167’s new requirement that the risk factors identified in a school district’s student assistance program be based on the state-wide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board (“CSAB”). In addition, boards of education may now use an assessment, from a list recommended by the Connecticut State Department of Education (“CSDE”), to determine the suicide risk of students who: (1) exhibit mental health distress, (2) have been identified as at risk of suicide or (3) are considered to be at an increased risk of suicide based on the risk factors identified by statute and in the CSAB’s suicide prevention plan.

We updated our policy and administrative regulations to comply with current legislative requirements. Boards of education should take note that, if they choose to adopt a student assistance program and/or use an assessment recommended by the CSDE, they must ensure such program and assessment comply with Public Act 23-167 and relevant state guidance and statutes, and align with board policy and administrative regulations regarding suicide prevention and intervention.

In reviewing, revising and implementing policy and procedures regarding youth suicide prevention and intervention, we recommend that boards and school districts consult closely with their school medical advisor, if any, and other qualified mental health professionals, as these policies, regulations and procedures are informed by both medical and mental health best practices as well as legal recommendations.

Series 6000: Instruction

Parental Access to Instructional Material (6v5) (October 2023 Revision)

We revised this policy to comply with Public Act No. 23-160, which requires boards of education to make available all curriculum approved by the district’s curriculum committee and all associated curriculum materials in accordance with the requirements of the Protection of Pupil Rights Amendments (“PPRA”). The new state law mirrors the existing requirements of the PPRA.

Weighted Grading and Calculation of Grade Point Averages (6v5) (May 2023 Revision)

In June 2021, Connecticut passed legislation directing the Board of Regents for Higher Education (“BOR”) to establish the Connecticut Automatic Admissions Program (“CAAP”) to permit eligible Connecticut high school students to be admitted automatically to Connecticut’s state universities (other than the University of Connecticut) and other Connecticut post-secondary institutions of higher education that choose to participate. On October 31, 2022, the CSDE released helpful [information and resources](#) to guide school districts in the process of identifying and notifying students of their eligibility for the CAAP and other details about the new program, which must be implemented beginning in the 2022-2023 school year. Under the CAAP, public high schools must calculate high school seniors’ grade point averages according to the standardized method established by the BOR (“CAAP GPA”) and determine their corresponding class rank percentile (“CAAP percentile rank”). In addition, schools must identify the participating universities to which students are eligible for automatic admission and send students who qualify for automatic admission letters confirming their eligibility. Importantly, under the new law, schools may continue to use their existing GPA formulas for all other purposes. We have revised our model policy to (1) identify the Board’s obligation to calculate and notify students of their CAAP GPA and CAAP percentile rank for purposes of the CAAP and (2) allow Boards to continue to identify how GPA will be calculated for all other purposes.

N/A

Series 9000: Board Bylaws

Construction and Posting of Agenda (7v6) (October 2023 Revision)

Pursuant to the Freedom of Information Act, boards of education are required to post an agenda in various locations at least twenty-four hours prior to the time of a regular or special meeting. Section 6 of Public Act 23-160 expands the duties of boards of education to require boards to post on the board’s website any associated documents that board members may review at such meeting (provided such documents are not exempt from disclosure under the Freedom of Information Act). We revised our model policy to reflect the new requirements.

Approved 11/02/23

Notifications/Forms – State

NONE