



Students

5700 P

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to satisfy the high school graduation requirements within Branford Public Schools, a student must have satisfactorily completed the prescribed courses of study, demonstrated proficiency in basic skills identified by the Branford Board of Education (the “Board”) and satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2025 and thereafter, satisfied the Free Application for Federal Student Aid (“FAFSA”) requirements detailed below.

Required Coursework and Credits for Graduation

The Board conforms with state law regarding credits for graduation from high school.

Classes Graduating in 2024, 2025, and 2026

For classes graduating in 2024, 2025, and 2026, the following twenty-five (25) credits are required:

| | |
|--|-----------|
| Humanities | 9 credits |
| • English | 4 credits |
| • Social Studies (including one half credit in Civics and American Government) | 3 credits |
| • Fine Arts | 1 credit |
| • World Language | 1 credit |
| Science, Technology, Engineering, and Mathematics (STEM) | 9 credits |
| • Mathematics | 3 credits |
| • Science | 3 credits |
| • Electives Identified as STEM | 3 credits |
| Physical Education and Wellness | 1 credit |
| Health and Safety | 1 credit |
| World Languages | 1 credit |
| Mastery Based Diploma Assessment (Optional) | 1 credit |

| | |
|------------------|-------------------|
| <u>Electives</u> | <u>3 credits</u> |
| TOTAL | 25 credits |

Classes Graduating in 2027 and Thereafter

For classes graduating in 2027 and thereafter, the following twenty-five (25) credits are required:

| | |
|--|--|
| Humanities | 9 credits to include civics and the arts |
| • English | 4 credits |
| • Social Studies (including one half credit in Civics and American Government) | 3 credits |
| • Fine Arts | 1 credit |
| • World Language | 1 credit |
| Science, Technology, Engineering, and Math (STEM) | 9 credits |
| • Mathematics | 3 credits |
| • Science | 3 credits |
| • Electives Identified as STEM | 3 credits |
| Physical Education and Wellness | 1 credit |
| Health and Safety Education | 1 credit |
| Personal Financial Management and Financial Literacy | 0.5 credits which may be counted toward humanities or as an elective |
| Mastery-Based Diploma Assessment | 1 credit |
| Other electives | 4 credits |
| TOTAL | 25 credits |

A student who presents written documentation from a physician or advanced practice registered nurse stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty (40) minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for

Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit:

High school graduation credit may be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Cross-curricular graduation requirements,
- Career and technical education,
- Virtual learning,
- Work-based learning,
- Service learning,
- Dual enrollment and early college
- Courses taken in middle school, and
- Internships and student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards.

High school graduation credit will be granted to students for courses successfully completed with a [B] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

High school graduation credit will be granted to students for World Language courses successfully completed with a [B] or better, or its equivalent, as determined by the Superintendent or designee, through on-line coursework or upon achievement of a passing grade, as determined by the Superintendent or designee, in a course offered privately through a nonprofit provider. High school graduation credit may also be granted to students who meet the World Language proficiency examination requirements for the Seal of Biliteracy.

High school graduation credit will be granted to students who pass a subject area proficiency examination identified and approved by the Commissioner of the Department of Education, regardless of the number of hours a student spent in an instructional setting authorized by the Board learning the subject matter.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited.

One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board's on-line coursework policy.

A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than fifty (50) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities.

High school graduation credit will be granted to students upon the successful completion of a credit recovery program approved by the Commissioner of Education.

Demonstration of Proficiency in Basic Skills

In addition to meeting the coursework and credit graduation requirements listed above, to graduate high school, each student must demonstrate proficiency in the basic skills of literacy, mathematics, and science.

Students may demonstrate proficiency in the basic skills described above by achieving satisfactory results on the following:

Literacy

- Achieve a grade of C- or better in two full credit (1.0) English courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Mathematics

- Achieve a grade of C- or better in two full credit (1.0) Mathematics courses, OR
- Achieve the appropriate College and Career Readiness Benchmark for the PSAT/NMSQT taken in the junior year, OR
- Achieve the appropriate College and Career Readiness Benchmark for the SAT, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

Science

- Achieve a grade of C- or better in two full credit (1.0) Science courses, OR
- Meet Standard or Above on the Next Generation Science Standards Assessment taken in junior year, OR
- If the graduation standard is not met prior to the senior year, then the standard can be met through a review of a portfolio of student work.

FAFSA Requirement for Classes Graduating in 2025 and Thereafter

Students graduating in 2025 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a Free Application for Federal Student Aid (“FAFSA”);
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-223a

[Public Act No. 23-21, “An Act Concerning Financial Literacy Instruction”](#)

[Public Act No. 23-204, “An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget”](#)

[Public Act No. 23-167, “An Act Concerning Transparency in Education”](#)

ADOPTED: 10-19-2022

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9/25/2023

FIRST READING MAY 2024



Students

5750 P

POLICY TO IMPROVE COMPLETION RATES OF THE FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The Branford Board of Education (the “Board”) understands that completion of the Free Application for Federal Student Aid (“FAFSA”) is an important step in the path to postsecondary education and is associated with higher rates of college enrollment. The Board is committed to improving the completion rates of the FAFSA for students enrolled in the Branford Public Schools (the “District”).

In order to improve the completion rates of the FAFSA by students enrolled in grade twelve in the District and students enrolled in the District’s adult education program, the District shall develop a systematic program through which students are educated about the purpose and content of the FAFSA, encouraged to complete the FAFSA, and assisted in the completion of the FAFSA, as may be necessary and appropriate. The Board directs the Superintendent or designee to develop administrative regulations in furtherance of this policy. The Board further directs the Superintendent or designee to conduct periodic assessments of such regulations, at least annually, to determine the effectiveness of such regulations in improving completion rates of the FAFSA.

FAFSA Graduation Requirements

Students graduating in 2025 and beyond are required to have satisfied one of the following prior to graduation:

- (1) completed a FAFSA;
- (2) for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- (3) completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student’s parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Confidentiality of FAFSA

Any information contained in a FAFSA, held by the Board, shall not be a public record for purposes of the Freedom of Information Act and thus shall not be subject to disclosure under the provisions of section 1-210 of the Connecticut General Statutes.

Reporting of FAFSA Completion Rates

Each year, the Superintendent or designee will report to the Board the FAFSA completion rate for each high school in the District and for the District's adult education program.

Gifts, Grants and Donations to Implement Policy

The Board may accept gifts, grants and donations, including in-kind donations, to implement the provisions of this policy.

Legal References:

Conn. Gen. Stat. § 10a-11i

Conn. Gen. Stat. § 10-223m

Public Act No. 23-204, "An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget"

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9/25/2023

**ADMINISTRATIVE REGULATIONS ADDRESSING IMPROVING THE
COMPLETION RATES OF FAFSA**

In order to improve the completion rates of the Free Application for Federal Student Aid (“FAFSA”) by students enrolled in the Branford Public Schools (the “District”) and students enrolled in the District’s adult education program, the District will:

- Track data from such students regarding FAFSA completion, including date of completion.
- Identify FAFSA coaches who will be assigned a caseload of students to assist students in completing the FAFSA, monitor their completion rates, and make a good faith effort to contact students graduating in 2025 and beyond or such students’ parent/guardian about completing the FAFSA.
- Provide incentives to students who have completed the FAFSA, which may include but are not limited to, spirit days and giveaways, if funding permits.
- Conduct annual presentations to students about the purpose and importance of the FAFSA and the District’s resources available to help students in completing the FAFSA.
- Provide professional development to identified District staff regarding the FAFSA and best practices for supporting students in completing the FAFSA.

Legal Reference:

Conn. Gen. Stat. § 10-223m

Public Act No. 23-204, “An Act Concerning the State Budget for the Biennium Ending June 30, 2025, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget”

9/25/2023



Students

5825 P

RECESS AND PLAY-BASED LEARNING

It is the policy of the Branford Board of Education (the “Board”) to promote the health and well-being of district students by encouraging healthy lifestyles and mental health wellness, including promoting physical exercise, activity and play as part of the school day within the Branford Public Schools (the “District”).

For purposes of this policy, a “school employee” is defined as (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in the district schools, 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 the district schools pursuant to a contract with the Board.

For purposes of this policy, “recess” means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise of not less than twenty minutes in total pursuant to Conn. Gen. Stat. § 10-221o.

I. Deprivation of Recess or Undirected Play Period as a Form of Discipline

For elementary school students, the Board includes a time of not less than twenty (20) continuous minutes for recess, and an additional five (5) minutes per day to be devoted to physical exercise or undirected play, except that a planning and placement team (“PPT”) may develop a different schedule for students requiring special education and related services. The administration shall strive to make the total twenty-five (25) minutes of time a continuous twenty-five (25) minute period.

In an effort to promote physical exercise and undirected play, the Board prohibits school employees from disciplining elementary school students by preventing them from participating in the full 25 minutes of recess or additional time devoted to undirected play during the regular school day, except in accordance with this policy or as determined by a student’s Section 504 team or PPT.

In an effort to promote a well-rounded student, and understanding the value of flexible time during the school day, the Board includes a daily period of not less than 25 minutes to be used for unstructured physical activity, socialization, and/or academic pursuit for all intermediate school students. In the event that an

elementary equivalent recess period is regularly scheduled at the intermediate level, the language in this section regarding the deprivation of recess will apply.

A. Recess Period

School employees may prevent or otherwise restrict an elementary school student from participating in the entire time devoted to recess as a form of discipline only under the following circumstance:

- 1) When a student poses a danger to the health or safety of other students or school personnel;

~~School employees may prevent or restrict an elementary school student from participating in the entire time devoted to recess as a form of discipline, in accordance with this policy, only one time during a school week, unless the student is a danger to the health or safety of other students or school personnel.~~

School employees may not prevent or restrict an elementary school student from participating in the entire time devoted to recess if such prevention or restriction is related to the student's failure to complete school work on time or to the student's academic performance.

This policy distinguishes between a) discipline that is imposed before recess begins and b) discipline imposed during recess or methods used to redirect a student's behavior during recess. School personnel may impose discipline during recess as a result of an elementary school student's behavior during such time, if such discipline is in accordance with Board policies and procedures. School personnel may also use methods to redirect a student's behavior, in the event such behavior warrants redirection, during recess. For clarity, the prohibition against preventing or restricting an elementary school student's participation in the time devoted to recess shall apply to student conduct that occurs prior to the recess time, rather than during the recess time.

B. Undirected Play Period

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to undirected play, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

I. Play-Based Learning Requirements for Pre-Kindergarten to Grade Five

Effective July 1, 2024, the Board directs the District administration to 1) provide for play-based learning during the instructional time of each regular

school day for all students in kindergarten and any preschool program operated by the Board; and 2) permit a teacher to utilize play-based learning during the instructional time of the regular school day for all students in grades one to five, inclusive.

A. Definitions for Section II

- 1) “Free play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards, except free play may be structured to promote activities that are child-directed, joyful and spontaneous.
- 2) “Guided play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.
- 3) “Play-based learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. Play-based learning does not mean time spent in recess or as part of a physical education course or instruction.
- 4) “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.
- 5) “Instructional time” means the time of actual school work during a regular school day.

B. Play-Based Learning Requirements for Pre-Kindergarten and Kindergarten

Play-based learning shall be provided during the instructional time of each regular school day for all students in kindergarten and any preschool program operated by the Board. Such play-based learning shall:

- 1) be incorporated and integrated into daily practice;
- 2) allow for the needs of such students to be met through free play, guided play and games; and
- 3) be predominantly free from the use of mobile electronic devices.

C. Play-Based Learning Requirements for Grades One to Five, Inclusive

The Board permits teachers to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning:

- 1) may be incorporated and integrated into daily practice;
- 2) shall allow for the needs of such students to be met through free play, guided play and games; and
- 3) shall be predominantly free from the use of mobile electronic devices.

D. Play-Based Learning for Students with IEPs or Section 504 Plans

Any play-based learning utilized shall comply with a student's individualized education program ("IEP") or Section 504 plan.

E. Deprivation of Play-Based Learning as a Form of Discipline

School employees may not discipline elementary school students by preventing them from participating in the full time devoted to play-based learning, if any, during the regular school day, except when a student poses a danger to the health or safety of other students or school personnel, or as determined by a student's Section 504 team or PPT.

II. Prohibition on Compulsion of Physical Activity as a Form of Discipline

For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day.

III. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy may be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of students enrolled in the district and who fails to comply with the requirements of this policy may be subject to having the individual's contract for services suspended by the district.

Legal References:

Connecticut General Statutes:

§ 10-221o Lunch periods. Recess. Boards to adopt policies addressing limitation of physical exercise

§ 10-221u Boards to adopt policies addressing the use of physical activity as discipline

Public Act No. 23-159, “An Act Concerning Teachers and Paraeducators”

Public Act No. 23-101, “An Act Concerning the Mental, Physical and Emotional Wellness of Children”

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9/9/2023

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Instruction

6725 P

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law, state law, and Branford Board of Education (the “Board”) policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board’s curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials (“Curriculum”). Curriculum does not include academic tests or academic assessments.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

State Law:

Conn. Gen. Stat. § 10-220, Duties of Boards of Education

Public Act 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

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9/26/23



RETENTION AND DISPOSITION OF RECORDS AND INFORMATION

I. INTRODUCTION

The Branford Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage and disposition of records. The Superintendent or designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage, and disposition of records and the dissemination of such administrative regulations to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Branford Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users”.

II. RETENTION OF RECORDS

The District shall comply with all minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut (“OPRA”). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type. As such, the same record retention period that applies to paper records applies to electronically stored information. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official copy shall be the legally recognized copy maintained for record retention purposes.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

III. USE OF ELECTRONIC MESSAGES AND ELECTRONIC COMMUNICATIONS



The Board has installed computers and a computer network(s), including Internet access and electronic messaging systems, on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer networks, electronic devices, Internet access and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the District.

Electronic messages sent by Users as part of their work and/or by using the District's computer systems and/or network(s) are not private communications and are potentially subject to disclosure, regardless of whether the messages are sent using personal devices or the District's computer systems. Users must understand that the Board has reserved the right to conduct monitoring of the District's computer systems and may do so *despite* the assignment to individual Users of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system User.

The system's security aspects, message delete function and personal passwords may be bypassed for monitoring purposes. Therefore, Users must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the District's computer systems, including any incidental personal use permitted in accordance with the Board's policy and regulations regarding computer use by Users.

Any retained messages may be retrieved [for a variety of purposes, including but not limited to](#) as part of routine monitoring by the District, an employee investigation, a search for documents pursuant to a Freedom of Information Act request, or a formal discovery process as part of litigation. Users should bear in mind that electronic messages may be retained at different locations within the computer network and that these messages are subject to retrieval, regardless of whether the User has deleted such messages from the User's accounts. Consequently, Users should use discretion when using computers or other electronic technology to send, record or retain electronic messages and information.



IV. DISPOSITION OF RECORDS

The disposition of records, or the destruction or transfer of records to the custody of another entity, shall only occur in accordance with relevant state and federal laws and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

Legal References:

Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)

Conn. Gen. Stat. § 7-109

Conn. Gen. Stat. § 11-8 et seq.

General Letters 96-2 and 2009-2 of the [Office of the](#) Public Records Administrator

OPRA, Public Records Policy 04, *Electronic Records Management* (Dec. 2022)

OPRA, Public Records Policy 04-1, *Electronic Records* (Dec. 2022)

OPRA, Public Records Policy 04-2, *Digital Imaging* (Dec. 2022)

OPRA, Public Records Policy 05, Disposition of Public Records (Nov.. 2011)

OPRA, Public Records Memorandum 101: Disposition of Original Paper Records After Scanning (Apr. 2023)

Connecticut State Library, State Archives ("State Archives"), State Archives Policy 01: Transfer of Historical Records to the State Archives of Other Approved Archival Repository (October 15, 2019)

Record Retention Schedules Towns, Municipalities and Boards of Education

OPRA, Authorization for Disposal of Original (Non-Permanent) Paper Records Stored as Digital Images, Form RC-075.1 (revised 12/2021)

OPRA, Records Disposition Authorization, Form RC-075 (revised 12/2021)

Frequently Asked Questions about E-mail, CT Public Records Administrator, *available at*

<https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf> .



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SECOND READING MAY 2024



**ADMINISTRATIVE REGULATIONS REGARDING THE
RETENTION AND DISPOSITION OF ELECTRONIC RECORDS AND
INFORMATION**

I. INTRODUCTION

The Branford Board of Education (the “Board”) complies with all state and federal laws and regulations regarding the retention, storage and disposition of records. These administrative regulations are designed to assist in implementation of Board Policy 2200 regarding the retention, storage, and disposition of public records. These regulations shall be disseminated and/or made available to all school officials, employees, and individuals granted access to the computer systems and/or networks of the Branford Public Schools (the “District”) and/or who send electronic messages as part of their work for the District. Collectively, all individuals granted access to the District’s computer systems are referred to as the “Users.”

These regulations supplement and do not replace District policy relating to education records.

II. DEFINITIONS

- A. Archival record means a public record, which, regardless of format, possesses enduring value if it documents or contains information on one or more of the following: 1) the evolution of the Board, the District, or their policies and practices; 2) claims or petitions against the Board or the District and the disposition of those claims or petitions; 3) obligations and claims made on citizens by the Board or the District and their disposition; 4) the legal and legislative history of the Board or the District; and/or 5) topics of research value beyond the specific administrative, legal or fiscal reasons the records were originally created.
- B. Computer systems mean the Board’s computers, computer networks, electronic devices, Internet access and electronic messaging systems, which are provided in order to enhance both the educational opportunities for students and the business operations of the District.
- C. Digital imaging means the process of converting original records on paper or film into electronic images. The process typically requires a document scanner or digital camera, a computer and software to capture the image, and indexing of the digitized images.
- D. Digitized record means an electronic record created by converting paper or other media formats to a digital form that is of sufficient authenticity,



reliability, usability, and integrity to serve in place of the original source record.

- E. Disposition means a final administrative action taken with regard to records, including destruction, transfer to another entity, or permanent preservation.
- F. **Electronic messages mean e-mail, fax, instant messaging, text messaging, and Web-based messaging services. Electronic messages may be transmitted by a variety of mediums, including computers and mobile computing devices. In addition to the body of the message, electronic messages also contain metadata, such as transactional information (e.g., date and time sent, sender/receiver) and may contain attachments such as calendars, directories, distribution lists, sound recordings, photographs, images, word-processing documents, spreadsheets, and other electronic documents.**
- G. Electronic messaging systems mean mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal.
- H. **Electronically stored information means information that is fixed in a tangible form and is stored in a medium from which it can be retrieved and examined. It can consist of writings, drawings, graphs, charts, photographs, sound recordings, images, and other data or data compilations stored in any medium from which information can be obtained into usable form.**
- I. Historical record means a public record that has been determined to possess value in documenting the history of an organization and is thus worthy of permanent preservation.
- J. Official record copy means the specific copy of a public record, as provided in C.G.S. § 1-200(5), designated by the public agency as the legally recognized copy that must be maintained for records retention, preservation, and authentication.
- K. Non-records mean items that are not usually included within the scope of official records. Examples of non-records are extra (duplicate) copies kept only for convenience, reference materials, blank forms, and spam and unsolicited advertisements.
- L. Permanent records mean records that have been determined to have sufficient historical, administrative, legal, fiscal, or other value to warrant continuing preservation.
- M. **Public records mean any recorded data or information relating to the conduct of the public's business prepared, owned, used, or received by a public agency, whether such data or information is handwritten,**



typed, tape-recorded, videotaped, printed, photostated, photographed or recorded by any method.

- N. Routine correspondence means any communication that is part of or relates to commonplace tasks or duties within an office and is done at regular or specified intervals.
- O. Source record/original source record means the record from which a digitized version or digitized record is created.
- P. **Transitory correspondence consists of communication that does not relate to an individual's job responsibilities or has a short-term administrative value.**

III. RECORDS CUSTODIAN

The Superintendent of Schools shall serve as the Records Custodian who will be responsible for the implementation of District policies and regulations for the retention of records, including electronic messages and electronically stored information. The Superintendent shall delegate responsibilities associated with the implementation of District policies and regulations to appropriate personnel.

RETENTION OF RECORDS

The District shall comply with the minimum standards set forth in the Municipal Records Retention Schedules for public records, as issued by the Office of the Public Records Administrator for the State of Connecticut ("OPRA"). Retention requirements apply to the official record copy of a public record and are based on the content and function of the public record, not the media type.

If records are kept in both electronic and hard copy format, the District shall designate which record is the official record copy. The designated official record copy shall be the legally recognized copy maintained for records retention. When Users are unsure which copy serves as the official record copy, they should contact the Record Custodian for clarification.

In addition to the retention guidelines established by the Board and used by District officials and employees, all District officials and employees have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve future litigation. Record preservation under such circumstances shall only be required after receipt of formal written notice of such requirement by the Superintendent or designee.

V. CLASSIFICATION OF ELECTRONIC MESSAGES



The same record retention policy that applies to paper records applies to electronically stored information, including electronic messages. Therefore, like paper records, the content and function of an electronic record, including electronic messages, determine the retention period for that document.

Users shall use the following steps in determining whether to maintain electronic messages and, if so, for how long:

Step 1: Determine whether the message is a public record or a non-record.

Step 2: If the message is a non-record, destroy at will (e.g., spam and unsolicited advertisements).

Step 3: If the message is a record, determine which records series the message belongs to, for example:

1. If the message is Transitory Correspondence, delete at will.
2. If the message is Routine Correspondence, retain for 2 years.
3. If the message is All Other Correspondence, retain for the equivalent records series.

Step 4: Maintain the messages for the required retention period under the equivalent records series.

VI. DIGITAL IMAGING OF PAPER/HARD COPY RECORDS

Paper records may be digitized and maintained as electronic records; however, in doing so, the District must ensure the authenticity, reliability, integrity and usability of the reformatted records. If the District uses a vendor for digital imaging services, the District remains responsible for ensuring compliance with this policy.

In its use of digital imaging, the District shall:

1. Establish and maintain a quality assurance process to ensure the creation of accurate and authentic digital images and accurate indexes and production metadata.
2. Create and maintain accurate and authentic digital images in accordance with accepted standards and best practices.



3. Create and maintain accurate indexes and production metadata to properly identify and retrieve digital images.
4. Store and protect digital images against file corruption, alteration, or deletion throughout the designated retention period.
5. Perform periodic backups of all digital images, associated indices, and production metadata and maintain a geographically remote offsite backup copy to enable recovery and access in the event of a wide-spread disaster or emergency.
6. Perform and certify annual tests of backup media to ensure all files have been backed up and are readable.
7. Migrate digital images, associated indexes, and production metadata to a newer media platform or file format as needed to ensure the content remains accessible.
8. Define and document the normal operations and use of the imaging technology and electronic content management system to ensure system trustworthiness.

VII. RETENTION OF ELECTRONIC RECORDS

Electronic messages and electronically stored information will be archived by the District for their required retention period using method(s) approved by the Records Custodian, which may include the following:

1. Print message or record and store in appropriate hard copy file.
2. Place in computer folders and save on virtual or hard drive.
3. Save to a removable disk which is then stored in an appropriate location.
4. Transfer to an automated records management software application.
5. Manage at the server by an automated classification system.

The Records Custodian will be responsible for working with the District Systems Administrator to implement a schedule and system for reviewing electronically stored information. This review shall occur at least annually. No system wide process for automatic deletion of electronic information will be implemented without notice to any individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained. Following this review, all electronic messages and/or electronically stored information that have not been archived according to District policies and procedures shall be designated for deletion or archiving, and the affected Users will be notified about the procedures to be followed to



implement this process. The Records Custodian or designee shall follow up with notified Users to promote compliance.

Additionally, the Records Custodian, working with the District Systems Administrator, shall establish a process designated to ensure that any process for automatic deletion of electronic information from the system will not delete information stored in folders and/or system locations that have been designated as appropriate for archiving electronically stored information.

VIII. DISPOSITION OF PUBLIC RECORDS

The disposition of public records shall only occur in accordance with relevant state and federal statutes and guidelines established by the OPRA. The District shall also follow the OPRA's specific protocols for the disposition of permanent, historical and archival records. If a record does not appear on a records retention schedule, the District shall contact the OPRA for further guidance before disposing of any such record.

The OPRA provides for two separate processes for (1) the disposition of official record copies and (2) the disposition of original source records, where such records have been appropriately digitized. If the District uses a vendor for disposition of records, the District remains responsible for ensuring compliance with these regulations.

A. Disposition of Official Record Copies

If a record is the official record copy, the District may not dispose of such record until the applicable retention period has been met and the District has received signed authorization from the OPRA or State Archives. The District shall adhere to the following steps in determining whether to dispose of official record copies:

Step 1: Ensure the proper records retention schedule has been met for the document(s) at issue. All records proposed for disposition must be on an approved records retention schedule. If a record is not on a schedule, the record cannot be disposed, and the OPRA must be contacted for further direction. For permanent, historical, and/or archival records, contact the State Archives for further instruction.

Step 2: Submit the Records Disposition Authorization Form RC-075 ("RC-075 Form) to request authorization to dispose of the official record copy, in accordance with Public Records Policy 05: Disposition of Public Records (PRP 05) and at least thirty (30) days prior to the proposed date of destruction.

Step 3: Receive signed authorization indicating approval from the OPRA before disposing of any official record copy.



Step 4: Follow the OPRA guidance regarding the method of disposal. If records are being destroyed, follow OPRA guidance based on the format of the record to be destroyed (e.g., whether hard copy or electronic media).

Step 5: Document that the original source records were destroyed lawfully. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.

Step 6: Record the actual date of destruction on RC-075 Form and attach any supporting documentation.

Step 7: Retain the RC-075 Form and any supporting documentation for the retention period for Records Disposition Authorization records.

B. Disposition of Original Source Records After Scanning

If paper public records have been converted to digitized records, the District shall retain and/or dispose of less than permanent original source records pursuant to the following guidelines.

The District may not dispose of any original source record until the applicable retention period has been met and the District has received signed authorization from the OPRA or State Archives. The District shall adhere to the following steps in determining whether to dispose of original source records:

1. Once digitized, the Records Custodian must designate the digitized record as the official record copy.
2. The Records Custodian must ensure the proper records retention schedule has been met for the document(s) at issue. All records proposed for disposition must be on an approved records retention schedule. If a record is not on a schedule, the record cannot be disposed, and the OPRA must be contacted for further direction.
3. The Records Custodian must submit the Authorization for Disposal of Original (Non-Permanent) Paper Records Stored As Digital Images Form RC-075.1 (“RC-075.1 Form”) to request authorization to dispose of the original source record. The RC-075.1 Form must be submitted to the OPRA at least thirty (30) days prior to the proposed date of destruction.
 - a. If the original source record is permanent, archival, archival review required, may have historical value, or life of structure (collectively referred to as “designated permanent records”), it may be digitally scanned and retained in an electronic format, but security copies of the records must be retained in a “human-readable” format, such as paper or



- microfilm. The Records Custodian must first verify with the OPRA for approval of the security copy storage format.
- b. The District shall not dispose of any designated permanent records and/or records without a retention period and may contact OPRA and/or the State Archives for additional information and instruction.
 4. The District must receive signed authorization indicating approval from the OPRA before disposing of an original source record.
 5. The District shall follow OPRA guidance regarding the method of disposal.
 6. Following destruction of the original source records, the District must document that the original source records were destroyed lawfully. The District shall follow a destruction process by which content is systematically deleted with an audit trail that is legally admissible in court.
 7. The District shall record the date of destruction on the RC-075.1 Form and attach any supporting documentation.
 8. The District shall retain the RC-075.1 Form and any supporting documentation for the retention period for Records Disposition Authorization records.]

Legal References:

- Conn. Gen. Stat. §§ 1-200(5); 1-211; 1-213(b)(3)
Conn. Gen. Stat. § 7-109
Conn. Gen. Stat. § 11-8 et seq.
General Letters 96-2 and 2009-2 of the Office of the Public Records Administrator
[OPRA, Public Records Policy 04, *Electronic Records Management* \(Dec. 2022\)](#)
[OPRA, Public Records Policy 04-1, *Electronic Records* \(Dec. 2022\)](#)
[OPRA, Public Records Policy 04-2, *Digital Imaging* \(Dec. 2022\)](#)
[OPRA, Public Records Policy 05, Disposition of Public Records of the Public Records](#) (Nov. 2011)
OPRA, Public Records Memorandum 101: Disposition of Original Paper Records After Scanning (Apr. 2023)
OPRA, Records Management Terms (July 2015)
Connecticut State Library, State Archives (“State Archives”), State Archives Policy 01: Transfer of Historical Records to the State Archives of Other Approved Archival Repository (October 15, 2019)
Record Retention Schedules Towns, Municipalities and Boards of Education
OPRA, Authorization for Disposal of Original (Non-Permanent) Paper Records Stored as Digital Images, Form RC-075.1 (revised 12/2021)



[OPRA, Records Disposition Authorization, Form RC-075 \(revised 12/2021\)](#)

Frequently Asked Questions about E-mail, CT Public Records Administrator,
available at

<https://ctstatelibrary.org/wp-content/uploads/2015/05/EmailGuidelines.pdf>.

ADOPTED: October 19, 2022

REVISED: _____

7/30/2021

SECOND READING MAY 2024



Students

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HOMELESS CHILDREN AND YOUTH

In accordance with federal law, it is the policy of the Branford Board of Education (the “Board”) to prohibit discrimination against, segregation of, or stigmatization of, homeless children and youth. The Board authorizes the Administration to establish regulations setting forth procedures necessary to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these administrative regulations, the provisions of law shall control.

Legal References:

State Law:

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance.

Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 *et seq.*, as amended by Every Student Succeeds Act, Pub. L. 114-95.

ADOPTED: 10-19-2022

REVISED:

8/29/2019

Technical Rev. 9/15/2020

**ADMINISTRATIVE REGULATIONS REGARDING HOMELESS CHILDREN
AND YOUTH**

In accordance with federal law, the Branford Board of Education (the “Board”) and the Branford Public Schools (the “District”) does not permit discrimination against, segregation of, or stigmatization of, homeless children and youth. The following sets forth the procedures to implement the requirements of law with respect to homeless children and youth. In the event of conflict between federal and/or state law and these regulations with respect to homeless children and youth, the provisions of law shall control.

I. **Definitions:**

- A. **Enroll and Enrollment:** includes attending classes and participating fully in school activities.
- B. **Homeless Children and Youth:** means children and youth twenty-one years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:
1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
 2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
 3. Are living in emergency or transitional shelters.
 4. Are abandoned in hospitals.
 5. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 6. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
 7. Are migratory children living in the above described circumstances.
- C. **School of Origin:** means the school that a homeless child or youth attended when permanently housed or the school in which the homeless child was last enrolled. School of origin may include preschool

administered by the District and, when a homeless child or youth completes the final grade level served by the school of origin, school of origin also includes the designated receiving school at the next grade level for all feeder schools.

- D. **Unaccompanied Youth:** means a homeless child or youth not in the physical custody of a parent or guardian.

II. Homeless Liaison:

- A. The District's Homeless Liaison is the Director of Student Services.

- B. The duties of the District's Homeless Liaison include:

1. Ensuring that homeless children and youth are identified by school personnel and through outreach and coordination with other entities and agencies.
2. Ensuring that homeless children and youth enroll in, and have full and equal opportunity to succeed in the District's schools, including ensuring that such homeless children and youth have opportunities to meet the same challenging state academic standards as other children and youths.
3. Ensuring that homeless families, children, and youths receive educational services for which such families, children and youth are eligible, including services through Head Start and Even Start, early intervention services under Part C of the Individuals with Disabilities Education Act and preschool programs administered by the District.
4. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. Ensuring that parents and guardians of homeless children and youth and unaccompanied youth are informed of educational and related opportunities available to homeless children and youth, including extracurricular activities, and that parents and guardians of homeless children and youth are provided with meaningful opportunities to participate in the education of their children.
6. Ensuring that public notice of the educational rights of homeless children under the McKinney-Vento Act is disseminated in

locations frequented by parents, guardians, and unaccompanied youth in a manner and form that is understandable to them.

7. Ensuring that enrollment disputes are mediated in accordance with the McKinney-Vento Act, including carrying out the initial dispute resolution process and ensuring that homeless students are immediately enrolled pending resolution of any enrollment dispute.
8. Ensuring that parent(s)/guardian(s) of homeless children and youth and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing those services.
9. Assisting homeless children and youth in enrolling in school and accessing school services and removing barriers to enrollment and retention due to outstanding fees, fines or absences.
10. Ensuring that students who are English learners/multilingual learners are not deterred or discouraged from applying and/or accessing special academic programs and offerings, including advanced courses and programs, because they are English learners/multilingual learners or because they have interrupted formal schooling due to work-related mobility.
11. Informing parent(s)/guardian(s) of homeless children and youth and unaccompanied youth, school personnel, and others of the rights of such students.
12. Assisting homeless children and youth who do not have immunizations or immunization/medical records to obtain necessary immunizations or immunization/medical records.
13. Assisting unaccompanied youth in placement/enrollment decisions, including considering the unaccompanied youth's wishes in those decisions, and providing notice to the unaccompanied youth of his or her right to appeal such decisions.
14. Ensuring that high school age homeless children and youth receive assistance from counselors to advise such youths on preparation and readiness for college, including informing such children and youths of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the district to receive verification of this status for purposes of the Free Application for Federal Student Aid (FAFSA).

15. Ensuring collaboration with community and school personnel responsible for providing education and related support services to homeless children and youth.
16. Collaborating with and participating in professional development and technical assistance activities offered by the State Office of the Coordinator for the Education of Homeless Children and Youth.
17. Ensuring that school personnel providing services to homeless children and youth receive professional development and other technical assistance activities regarding the McKinney-Vento Act.
18. Ensuring that unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school, in accordance with state, local, and school policies.
19. Ensuring that information about enrollment, classes, and other educational programs and activities is made accessible to parents and guardians who have limited English proficiency.
20. With appropriate training, affirming that a child or youth who is eligible for and participating in a program provided by the District, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

III. Enrollment of Homeless Children and Youth:

- A. Enrollment of homeless children and youth may not be denied or delayed due to the lack of any document normally required for enrollment. However, administrators shall require the parent/guardian or unaccompanied youth to provide contact information prior to enrollment.
- B. To facilitate enrollment, administrators:
 1. May permit parents/guardians of homeless children and youth and unaccompanied youth to sign affidavits of residency to replace typical proof of residency.
 2. May permit unaccompanied youth to enroll with affidavits to replace typical proof of guardianship.
 3. Shall refer parent/guardian/unaccompanied youth to the District's Homeless Liaison who will assist in obtaining immunizations.

4. Shall contact previous schools for records and assistance with placement decisions.
5. Shall maintain records so that the records are available in a timely fashion when the student enters a new school or school district.

IV. School Selection:

A. Standards for School Selection:

1. The District is required to make a determination as to the best interests of a homeless child or youth in making a determination as to the appropriate school of placement.
2. In making such a determination, the District is required to keep a homeless child or youth in the child's or youth's school of origin for the duration of homelessness when a homeless child or youth becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the homeless child or youth becomes permanently housed during an academic year, to the extent feasible, unless it is against the wishes of the parent or guardian or unaccompanied youth. Otherwise, the homeless child or youth shall be enrolled in a public school that non-homeless students who live in the area where the homeless child or youth is actually living are eligible to attend.
3. The District must presume that keeping the homeless child or youth in the school of origin is in the child's or youth's best interest unless doing so is contrary to the request of the child's or youth's parent or guardian, or in the case of an unaccompanied youth, the unaccompanied youth. In considering the child's or youth's best interest, the District must consider student-centered factors related to the child's or youth's best interest, giving priority to the request of the parent or guardian or unaccompanied youth.

B. Procedures for Review of School Selection Recommendation:

1. The Principal designee of the school in which enrollment is sought shall review an enrollment request in accordance with the standards discussed above, and shall make an initial recommendation regarding same. If the Principal's or designee's recommendation is to select a placement other than the school desired by the parent(s) or guardian(s) of the homeless child or youth or the unaccompanied youth, then the Principal or designee shall refer the matter to the Superintendent or designee for review of the recommendation and the reasons therefor, and shall notify the District's Homeless Liaison of same.
2. The Superintendent or designee shall review the matter and consult with the District's Homeless Liaison concerning same. If the Superintendent or designee

agrees with the recommendation of the Principal or designee, and a dispute remains between the District and the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth about a school selection and/or enrollment decision; the Superintendent or his/her designee shall provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a written explanation of the District's decision regarding this matter, and the right to appeal such decision to the Board.

C. Dispute Resolution Process:

1. The District's Homeless Liaison shall be responsible for promoting objective and expeditious dispute resolutions, and adherence to these administrative regulations.
2. If the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth disputes the school placement decision or enrollment, the District must immediately enroll the homeless child or youth in the school in which enrollment is sought, pending resolution of the dispute. The homeless child or youth shall also have the right to all appropriate educational services, including transportation to and from the school in which enrollment is sought, while the dispute is pending.
3. If necessary, the District's Homeless Liaison shall assist parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with completion of the necessary appeal paperwork required to file for an appeal to the Board, and provide the parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth with a copy of Connecticut General Statutes Section 10-186(b).
4. Not later than ten (10) days after receipt of an appeal to the Board by a parent(s) or guardian(s) of a homeless child or youth or an unaccompanied youth, the District shall hold a hearing before the Board concerning such appeal, and such hearing shall be conducted in accordance with Connecticut General Statutes Section 10-186(b).
5. If the Board finds in favor of the Superintendent or designee, a parent or guardian of a homeless child or youth or unaccompanied youth may appeal the Board's decision to the State Board of Education within twenty (20) days of receipt of the Board's written decision, in accordance with Connecticut General Statutes Section 10-186(b). If necessary, the District's Homeless Liaison shall assist a parent or guardian of a homeless child or youth or unaccompanied youth with filing the necessary appeal paperwork to the State Board of Education. The homeless child or youth or unaccompanied youth shall remain in his or her school of origin pending resolution of the dispute, including all available appeals.

V. Services:

- A. Homeless children and youth shall be provided with services comparable to those offered other students in the selected school including:
 - 1. Title I services or similar state or local programs, educational programs for students with disabilities, and preschool programs.
 - 2. Language assistance services for students who have limited English proficiency to enable students who are English learners/multilingual learners to meaningfully participate in the educational programs.
 - 3. Transportation services.
 - 4. Vocational and technical education.
 - 5. Programs for gifted and talented students.
 - 6. School nutrition programs.
 - 7. Before and after school programs.
- B. The District shall coordinate with local social service agencies, other service providers, housing assistance providers and other school districts to ensure that homeless children and youth have access and reasonable proximity to available education and support services.

VI. Transportation:

- A. The District shall provide transportation comparable to that available to other students.
- B. Transportation shall be provided, at a parent or guardian or unaccompanied youth's request, to and from the school of origin for a homeless child or youth. Transportation shall be provided for the entire time the child or youth is homeless and until the end of any academic year in which they move into permanent housing. Transportation to the school of origin shall also be provided during pending disputes. The District's Homeless Liaison shall request transportation to and from the school of origin for an unaccompanied youth. Parents and unaccompanied youth shall be informed of this right to transportation before they select a school for attendance.
- C. To comply with these requirements:

1. Parents/guardians, schools, and the District's Homeless Liaison shall use the district transportation form to process transportation requests.
2. If the homeless child or youth is living and attending school in this District, the District shall arrange transportation.
3. If the homeless child or youth is living in this District but attending school in another, or attending school in this District and living in another, the District will follow the inter-district transportation agreement to determine the responsibility and costs for such transportation. If there is no inter-district transportation agreement, the District shall confer with the other school district's Homeless Liaison to determine an apportionment of the responsibility and costs.
4. If no mutually agreeable arrangement can be reached, then the District shall:
 - (a) arrange transportation immediately;
 - (b) bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth; and
 - (c) ensure that such disputes do not interfere with the homeless child or youth attending school.

VII. Records:

An unaccompanied youth, as defined in section I.D, above, is entitled to knowledge of and access to all educational, medical, or similar records in the cumulative record of such unaccompanied youth maintained by this District.

VIII. Contact Information:

- A. Local Contact: for further information, contact:

Director of Student Services
Department of Student Services
12 Melrose Avenue
Branford, CT 06405
504-ADA@branfordschools.org

B. State Contact: for further information or technical assistance, contact:

Louis Tallarita, State Coordinator
Connecticut Department of Education
450 Columbus Boulevard
Hartford, CT 06103
(860) 807-2058
Louis.Tallarita@ct.gov

Legal References:

State Law:

Connecticut General Statutes § 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers

Connecticut General Statutes § 10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters

Federal Law:

The McKinney-Vento Homeless Education Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by Every Student Succeeds Act, Pub. L. 114-95.

United States Department of Education, Office for Civil Rights, Protecting Access to Education for Unaccompanied Children (June 2023).

United States Department of Education, Office for Civil Rights, Protecting Access to Education for Migratory Children (June 2023).

ADOPTED: October 19, 2022

REVISED: _____

8/29/2019
Technical Rev. 9/15/2020

**DISPUTE RESOLUTION PROCESS
UNDER CONNECTICUT GENERAL STATUTES SECTION 10-186**

(1) If any board of education denies such accommodations, the parent or guardian of any child who is denied schooling, or an emancipated minor, a pupil eighteen years of age or older or an unaccompanied youth who is denied schooling, or an agent or officer charged with the enforcement of the laws concerning attendance at school, may, in writing request a hearing by the board of education. The board of education may

- (A) conduct the hearing,
- (B) designate a subcommittee of the board composed of three board members to conduct the hearing, or
- (C) establish a local impartial hearing board of one or more persons not members of the board of education to conduct the hearing.

The board, subcommittee or local impartial hearing board shall give such person a hearing not later than ten days after receipt of the written request, make a stenographic record or tape recording of the hearing and make a finding not later than ten days after the hearing. Hearings shall be conducted in accordance with the provisions of sections 4-176e to 4-180a, inclusive, and section 4-181a. Any child, emancipated minor, pupil eighteen years of age or older or unaccompanied youth who is denied accommodations on the basis of residency may continue in attendance in the school district at the request of the parent or guardian of such child or emancipated minor, pupil eighteen years of age or older or unaccompanied youth, pending a hearing pursuant to this subdivision. The party claiming ineligibility for school accommodations shall have the burden of proving such ineligibility by a preponderance of the evidence, except in cases of denial of schooling based on residency, the party denied schooling shall have the burden of proving residency by a preponderance of the evidence, unless the party denied schooling is claiming that he or she is a homeless child or youth, as defined in 42 USC 11434a, as amended from time to time, in which case, the party claiming ineligibility based on residency shall have the burden of proving that the party denied schooling is not a homeless child or youth by a preponderance of the evidence in accordance with the provisions of 42 USC 11431, et seq., as amended from time to time.

(2) Any homeless child or youth who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not entitled to school accommodations in the district, shall continue in attendance or be immediately enrolled in the school selected by the child in the school district pursuant to 42 USC 11432(g)(3), as amended from time to time. The board of education for such school district shall (A) provide, in accordance with the provisions of 42 USC 11432(g)(3)(E)(ii), as amended from time to time, the homeless child or youth or the parent or guardian of such homeless child or youth with (i) a written explanation of the reasons for the denial of accommodations that is in a manner and form understandable to such homeless child or youth or parent or guardian, and (ii) information regarding the right to appeal the decision of the denial of

accommodations pursuant to subdivision (3) of this subsection, and (B) refer, in accordance with the provisions of 42 USC 11432(g)(3)(E)(iii), as amended from time to time, the homeless child or youth or the parent or guardian of such homeless child or youth to the liaison, designated pursuant to 42 USC 11432(g)(1)(J)(ii), as amended from time to time, who is responsible for carrying out the duties described in 42 USC 11432(g)(6)(A), as amended from time to time.

(3) Any such parent, guardian, emancipated minor, pupil eighteen years of age or older, unaccompanied youth, or agent or officer, aggrieved by the finding shall, upon request, be provided with a transcript of the hearing within thirty days after such request and may take an appeal from the finding to the State Board of Education. A copy of each notice of appeal shall be filed simultaneously with the local or regional board of education and the State Board of Education. Any child, emancipated minor or pupil eighteen years of age or older or unaccompanied youth who is denied accommodations by a board of education as the result of a determination by such board, or a subcommittee of the board or local impartial hearing board, that the child is not a resident of the school district and therefore is not entitled to school accommodations in the district may continue in attendance in the school district at the request of the parent or guardian of such child or such minor or pupil, pending a determination of such appeal, except any homeless child or youth shall be entitled to continue in attendance in the school district during all available appeals pursuant to 42 USC 11432(g)(2)(E). If an appeal is not taken to the State Board of Education within twenty days of the mailing of the finding to the aggrieved party, the decision of the board, subcommittee or local impartial hearing board shall be final. The local or regional board of education shall, within ten days after receipt of notice of an appeal, forward the record of the hearing to the State Board of Education. The State Board of Education shall, on receipt of a written request for a hearing made in accordance with the provisions of this subsection, establish an impartial hearing board of one or more persons to hold a public hearing in the local or regional school district in which the cause of the complaint arises. Members of the hearing board may be employees of the state Department of Education or may be qualified persons from outside the department. No member of the board of education under review nor any employee of such board of education shall be a member of the hearing board. Members of the hearing board, other than those employed by the state of Connecticut, shall be paid reasonable fees and expenses as established by the State Board of Education within the limits of available appropriations. Such hearing board may examine witnesses and shall maintain a verbatim record of all formal sessions of the hearing. Either party to the hearing may request that the hearing board join all interested parties to the hearing, or the hearing board may join any interested party on its own motion. The hearing board shall have no authority to make a determination of the rights and responsibilities of a board of education if such board is not a party to the hearing. The hearing board may render a determination of actual residence of any child, emancipated minor, pupil eighteen years of age or older or unaccompanied youth where residency is at issue.

(4) The hearing board shall render its decision within forty-five days after receipt of the notice of appeal except that an extension may be granted by the Commissioner of Education upon an application by a party or the hearing board describing circumstances related to the hearing which require an extension.

(5) If, after the hearing, the hearing board finds that any child is illegally or unreasonably denied schooling, the hearing board shall order the board of education under whose jurisdiction it has been found such child should be attending school to make arrangements to enable the child to attend public school. Except in the case of a residency determination, the finding of the local or regional board of education, subcommittee of such board or a local impartial hearing board shall be upheld unless it is determined by the hearing board that the finding was arbitrary, capricious or unreasonable. If such school officers fail to take action upon such order in any case in which such child is currently denied schooling and no suitable provision is made for such child within fifteen days after receipt of the order and in all other cases, within thirty days after receipt of the order, there shall be a forfeiture of the money appropriated by the state for the support of schools amounting to fifty dollars for each child for each day such child is denied schooling. If the hearing board makes a determination that the child was not a resident of the school district and therefore not entitled to school accommodations from such district, the board of education may assess tuition against the parent or guardian of the child or the emancipated minor or pupil eighteen years of age or older based on the following: One one-hundred-eightieth of the town's net current local educational expenditure, as defined in section 10-261, per pupil multiplied by the number of days of school attendance of the child in the district while not entitled to school accommodations provided by that district. The local board of education may seek to recover the amount of the assessment through available civil remedies.

SAMPLE WRITTEN NOTIFICATION OF ENROLLMENT DECISION

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent or Unaccompanied Youth]
[Insert Home Address]

Re: Notification of Enrollment Decision

Dear [Parent/Guardian or Unaccompanied Youth]:

After reviewing your request to enroll the student(s) listed above [name(s)], the enrollment request is denied. This determination is based upon the following factors:

[List factors]

Under the McKinney-Vento Homeless Education Assistance Act, you have the right to appeal this decision by completing the form attached to this notice or by contacting the school district's homeless education liaison:

Director of Student Services
Department of Student Services
12 Melrose Avenue
Branford, CT 06405
504-ADA@branfordschools.org
203-488-5000

In addition, the student listed above has the right to immediately enroll in the school of choice pending resolution of the dispute. You may provide written or verbal evidence to support your position. You may seek the assistance of advocates or attorneys at your own expense; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320. You may also contact the state coordinator for homeless education:

Louis Tallarita, State Coordinator
State Department of Education
450 Columbus Boulevard
Hartford, CT 06103
(860) 807-2058
Louis.Tallarita@ct.gov

A copy of the dispute resolution process under Connecticut General Statutes Section 10-186 is attached to this notice.

Please contact the District's Homeless Liaison listed above if you have any questions.

Sincerely,

[Name]
Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

**SAMPLE NOTIFICATION OF DECISION
TO APPEAL EDUCATIONAL PLACEMENT**

This form is to be completed by the parent, guardian, caretaker, or unaccompanied youth when a dispute arises. If you need assistance in preparing this form, you may meet with the District’s Homeless Liaison, _____, who can be reached at _____.

Person completing form: _____

Relation to Student: _____

Contact Information: _____

I am requesting a Board of Education Hearing under Section 10-186 of the Connecticut General Statutes to appeal the enrollment decision made by [Name of District], [Name of School]. I have been provided with a written explanation of the District’s decision, contact information for the District’s homeless education liaison, and a copy of the Dispute Resolution Process under Connecticut General Statutes Section 10-186.

Name

Date

Optional. You may also include a written explanation to support your appeal in the space below or provide your explanation verbally to the District’s Homeless Liaison.

**SAMPLE NOTIFICATION OF HEARING
REGARDING ENROLLMENT DISPUTE**

[Month] __, 20__

VIA HAND DELIVERY AND U.S. MAIL

[Insert Name of Parent or Unaccompanied Youth]
[Insert Home Address]

Re: Educational Placement

Dear [Name of Parent or Unaccompanied Youth]:

You have requested a hearing before the Branford Board of Education (the “Board”) regarding the educational placement of [insert name(s) of student(s)] at [name of school]. The Board will conduct a hearing regarding your claim on [date] at [time]. The hearing will be held at the offices of the Board, which are located at 185 Damascus Road.

The hearing will be conducted in accordance with the provisions of Section 10-186 of the Connecticut General Statutes, a copy of which is enclosed. The hearing will be conducted in executive session, and the Board will make either a tape recording or a stenographic record of the hearing. You may be represented by counsel or by an advocate, at your expense, if you so desire; however, you may qualify for free legal services. To inquire about free legal assistance, please call Statewide Legal Services at 1-800-453-3320.

Please contact the District’s Homeless Liaison, [insert name], if you have any questions.

Sincerely,

[Name]
Superintendent of Schools

cc: **[Superintendent of Schools in which enrollment is sought, if appropriate]**

STUDENT RESIDENCY AFFIDAVIT
[PARENT/GUARDIAN FORM]

[Name of District]

Name of student: _____

Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I am of legal age and believe in the obligations of an oath.

I am the parent/legal guardian/caregiver of _____ (name of student) who is of school age and is seeking admission to [School District].

Since _____ (date), _____ (name of student) has not had a permanent home. The student is currently staying at _____ (may list multiple addresses, if applicable). The student has been staying there since _____ (date).

This location is:

- ___ a shelter
- ___ a motel/hotel
- ___ a campsite
- ___ shared housing with other persons
- ___ other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

_____.

Prior to staying at this location, the student was staying at _____
From _____ (date) to _____ (date).

I regularly receive my mail at: _____.
I am currently staying at the following address(es): _____,
_____, _____. I plan to stay at this/these
location(s) until: _____ (date). I can be reached at the following telephone number:
_____. I can be reached for emergencies at: _____.

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for the student.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ___ day of ___, 20__.

NOTARY PUBLIC

STUDENT RESIDENCY AFFIDAVIT
[UNACCOMPANIED YOUTH FORM]

[Name of District]

Name of student: _____

Birthdate: _____

Name and Location of School Last Attended: _____

I, _____ declare and affirm as follows:

I, _____ am of school age and is seeking admission to [School District].

Since _____ (date), I, _____ have not had a permanent home. I am currently staying at _____ (may list multiple addresses, if applicable). I have been staying there since _____ (date).

This location is:

- ___ a shelter
___ a motel/hotel
___ a campsite
___ shared housing with other persons
___ other _____

If the location is shared housing with other persons, please specify the reason why the student is living in such housing:

_____.

Prior to staying at this location, I was staying at _____
From _____ (date) to _____ (date).

I regularly receive my mail at: _____.
I am currently staying at the following address(es): _____,
_____, _____. I plan to stay at this/these
location(s) until: _____ (date). I can be reached at the following telephone number:
_____. I can be reached for emergencies at: _____.

I authorize school district officials to contact _____ (case worker/shelter staff/other) at _____ to obtain further information in order to verify the information contained in this affidavit and in order to coordinate necessary services for me.

I declare under penalty of perjury under the laws of Connecticut that the information provided is true and correct and of my own personal knowledge. I understand that giving false or otherwise untrue information on this form could result in a criminal charge of perjury being brought against me.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ___ day of ___, 20__.

NOTARY PUBLIC

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION
[PARENT FORM]

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding [name of student's] missing enrollment documentation for the following:

- | | | | |
|-----|-----------------------|-----|----------------------|
| ___ | Proof of residency | ___ | Immunization Record |
| ___ | Proof of guardianship | ___ | School Health Record |
| ___ | Proof of identity | ___ | School Records |
| ___ | Birth Certificate | | |

I am of legal age and believe in the obligations of an oath.

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school the student attended is

_____.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ___ day of ___, 20__.

NOTARY PUBLIC

AFFIDAVIT FOR MISSING ENROLLMENT DOCUMENTATION
[UNACCOMPANIED YOUTH FORM]

[District]

I, _____, being duly sworn upon oath and based on my personal knowledge hereby state and affirm the following information regarding my missing enrollment documentation for the following:

- | | | | |
|-----|-----------------------|-----|----------------------|
| ___ | Proof of residency | ___ | Immunization Record |
| ___ | Proof of guardianship | ___ | School Health Record |
| ___ | Proof of identity | ___ | School Records |
| ___ | Birth Certificate | | |

I am unable to present a copy of the document(s) requested above for the following reasons:

The name and location of the last school I attended is

_____.

I understand that I must obtain the necessary immunization and health records and provide a copy to the District. I understand that the Homeless Liaison is available to assist me in obtaining any such immunization or health records. The Homeless Liaison is _____ and can be reached at _____.

AFFIANT,

Signature of Affiant

Print Name of Affiant

Subscribed and sworn to before me
this ___ day of ___, 20__.

NOTARY PUBLIC



Students

5725 P

THE AWARDING OF POSTHUMOUS HIGH SCHOOL DIPLOMAS

The Branford Board of Education acknowledges the profound impact of an untimely death of a senior student during their final year of high school. In recognition of the dedication, effort, and potential of the deceased student, the Board grants the high school principal discretion to award an honorary diploma posthumously.

Criteria for Consideration

- **Senior Status:** The student must have been enrolled in their senior year at the time of their passing.
- **Academic Progress:** The student should have demonstrated satisfactory academic progress leading up to their passing, as determined by the high school administration.
- **Character and Contribution:** The student's positive contributions to the school community, including but not limited to, involvement in extracurricular activities, leadership roles, and volunteer work, should be considered.
- **Circumstances of Death:** The circumstances surrounding the student's death will be taken into account, with sensitivity and discretion.

ADOPTED:

REVISED:

SECOND READING - APRIL 2024

**ADMINISTRATIVE REGULATIONS REGARDING
THE AWARDING OF POSTHUMOUS HIGH SCHOOL DIPLOMAS**

The Branford Board of Education acknowledges the profound impact of an untimely death of a senior student during their final year of high school. In recognition of the dedication, effort, and potential of the deceased student, the Board grants the high school principal discretion to award an honorary diploma posthumously.

In addition to the considerations listed in the policy, the following administrative regulations shall guide our practice.

- **Nomination:** Family members, school staff, or community members may nominate a deceased senior for consideration of an honorary diploma.
- **Review and Decision:** The high school principal will review nominations and assess eligibility based on the established criteria. The principal may consult with relevant stakeholders, such as teachers, counselors, and the student's family, as appropriate.
- **Approval:** If the principal determines that the student meets the criteria for an honorary diploma, they will seek approval from the Superintendent of Schools or designee.
- **Presentation:** Upon approval, the honorary diploma will be awarded at an appropriate school ceremony, such as graduation or a separate recognition event. The diploma will be presented to the student's family or designated representative, with dignity and respect.



POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The Branford Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Branford Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

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

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

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

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

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

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

II. Eligibility Criteria

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

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

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

III. Creation of an Academic Plan/Challenging Curriculum

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

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

The academic plan may be part of the student's success plan, which plan is required for each student by Conn. Gen. Stat. §10-221a.

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

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The District will utilize practices designed to ensure that eligibility for enrollment in an advanced course or program, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

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

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

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

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners* (June 2023)

ADOPTED: 10-19-2022

REVISED:

11/27/2023

ADMINISTRATIVE REGULATIONS ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The Branford Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Branford Public Schools (the “District”). In accordance with the Board’s Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum, the administration adopts the following regulations:

1. The District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.
2. Eligibility for enrollment in an advanced course or program shall be based on the following:
 - Recommendations from teachers, administrators, school counselors or other school personnel.
 - A student’s prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.
 - The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.
3. In addition to or as part of student success plans required by Conn. Gen. Stat. § 10-221a(j), the District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. A student, or the student’s parent or guardian, may decline to implement the provisions of an academic plan created for such student.
4. Such academic plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness.
5. Middle School Preparation: Academic achievement and engagement are strong precursors to high school success. Therefore, the District strives to:

- Coordinate standards, instruction, and expectations across middle and high school by fostering regular communication among faculty districtwide, with a focus on vertical articulation of content across the grades rather than offering courses for high school credit in middle school.
 - Encourage high school faculty to familiarize themselves with the Smarter Balanced system of assessments and Next Generation Science Standards assessments, including interim assessment blocks, which can be used to measure student understanding and adjust instruction in Grades 9-12.
 - Share students' middle school data with high school faculty to improve the quantity and quality of information available for decision making, reduce unnecessary pre-tests and the administration of screening tools, and maximize instructional time.
6. Partnerships with Families: The District recognizes and values the importance of engaging with a student's family throughout the student's educational experience. Therefore, the District strives to:
- Engage families in the development of student success plans during students' middle school years.
 - Continue and improve upon effective systems of family engagement used in middle school at the high school level.
 - Ensure families are fully aware of the benefits of taking college courses and participating in work-based learning opportunities, if available, during high school.
 - Communicate in a manner that is ongoing and accessible to families (e.g., by providing materials in multiple languages, and having translators available during information sessions, as necessary).
7. Reducing Barriers: The District recognizes the importance of reducing barriers to opportunities for advanced courses and programs. Therefore, the District strives to:
- Provide school counselors and teachers with lists of students identified by the Connecticut State Department of Education as having potential for success in rigorous courses.
 - Share descriptive statistics with faculty showing advanced course enrollment over time and disaggregated by student group. These data can be used to track progress, discuss effective strategies, identify challenges, and/or generate potential solutions.
 - Urge staff to pay special attention to student interests and coursework fit rather than relying solely on past performance when recommending advanced coursework for students.
 - Ensure that eligibility for advanced courses and programs, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

- Ensure that students who are English learners/multilingual learners receive appropriate language assistance services while participating in advanced courses or programs.
 - Communicate directly with students that registration fees and exam fees for advanced coursework will be waived for students from low-income families.
 - Monitor course registrations throughout the enrollment period and encourage students to reconsider selections if they have potential to be successful in more challenging courses.
 - If possible, provide opportunities during the summer for students to prepare for challenging coursework by offering sessions that focus on reviewing study habits, organization, and time management.
 - Provide periodic training for all staff members who identify, assist, facilitate, select, counsel, or teach students in advanced courses or programs to provide strategies to remove barriers for participation and provide high-quality instruction to all students, including students who are English learners.
 - Schedule advanced courses and programs so that students do not face a scheduling barrier for participation (e.g., scheduling the only AP calculus class for the same period as English learner/multilingual learner instruction).
8. Increasing Supply: The District recognizes the importance of providing a wide range of advanced courses that appeal to students with various interests. Therefore, the District strives to:
- Re-evaluate prerequisites so that educators identify what is needed to succeed in the course rather than before the course.
 - Promote enrollment in advanced courses to students in all grades, including for students who may not have taken an advanced course at the beginning of high school.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

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

United States Department of Education, Office for Civil Rights, *Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners* (June 2023)

11/27/2023

SECOND READING MAY 2024

5.8.24

Memo

To:

Board of Education Teaching
and Learning Committee

From:

Allison K. Moran,
Assistant Superintendent of
Schools

Re:

Teacher and Leader Evaluation
and Support Plans

CC:

Christopher Tranberg, Ph.D.,
Superintendent of Schools

Teacher and Leader Support and Evaluation Plan

New Guidelines for Educator and Leader Evaluation and Support

In its 2023 session, the Connecticut General Assembly made a number of changes to the statutes that affect public education. One such change requires boards of education to adopt a revised teacher and evaluation support program by July 1, 2024. This memo and the accompanying Teaching and Learning Committee presentation will serve as an overview of the Teacher and Leader Evaluation and Support Plans.

BPS has established a Professional Development and Evaluation Committee (PDEC) to create a Teacher and Leader Evaluation and Support Plan for implementation in Fall 2024. The plan will include the following components:

- Vision
- Purpose
- Connection to Strategic Plan
- Guiding Principles
- Standards and Criteria for Teaching and Leading
- Professional Learning Structures
- Goal Setting Routines and Observation Cycles
- Tiered Supports
- Corrective Support Plans
- Dispute Resolution
- Forms and Templates
- Glossaries and Sample Items

Branford Public Schools

Tel (203) 315-7816

185 Damascus Road

www.branfordschools.org

Fax (203) 338-3899

Branford, CT 06405

amoran@branfordschools.org



It is noteworthy that the teacher and leader plans mirror one another. The greatest difference between the two plans is the single point rubric that exemplifies the expectations for high quality leadership and instruction in Branford Public Schools. Both rubrics have been pulled from the plans and included in the linked documents for your reference.

Status of the Evaluation and Support Plan

To date, all aspects of the teacher plan have been drafted. The plans are currently being reviewed by the PDEC Committees, though no substantive changes are anticipated. The committees will continue to add standards aligned rubrics for service providers such as school counselors and instructional coaches. These standards will help to differentiate the plan for the myriad of professionals working within our schools.

At this time, the Professional Development and Evaluation Committee (PDEC) seeks the Board's approval to submit our plan to the Connecticut Department of Education. The slide deck to be presented at the Teaching and Learning Committee meeting on May 8th contains key elements of the plan.

[Slide Deck: Teacher and Leader Evaluation and Support Plans](#)

[Leader Evaluation and Support Plan](#)

[Single Point Rubric: Leaders](#)

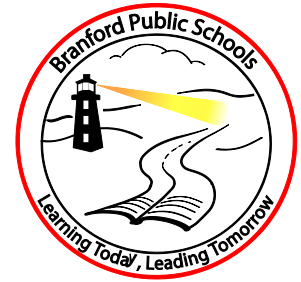
[Educator Evaluation and Support Plan](#)

[Single Point Rubric: Educators](#)

CHRISTOPHER J. TRANBERG, PH.D.
Superintendent of Schools

ALLISON MORAN
Assistant Superintendent of Schools

MICHAEL LOPES
Finance Manager



BRANFORD PUBLIC SCHOOLS

185 Damascus Road, Branford, CT 06405-3717
203.488.7276 • Fax 203. 315.3505
www.branfordschools.org

To: Christopher J. Tranberg, Ph.D, Superintendent
From: Michael Lopes, Finance Manager
Date: March 1, 2024
Subject: Required Votes for Healthy Food Certification

In order to maintain Healthy Food Certification and receive the additional 10 cents per reimbursable lunch (paid, free and reduced), we must certify annually to the Connecticut State Department of Education our intentions with respect to following the Connecticut Nutrition Standards. That certification includes documentation of Board of Education action on the following motions. The beverage portion of the food and beverage exemption is unrelated to Healthy Food Certification, as compliant beverages are required of all Connecticut public schools. Without the beverage exemption, the district's schools can never sell noncompliant beverages to students.

A yes or no vote is required on each motion and the motions must be made with the following specific language, which must be reflected in the minutes:

1. Healthy food option motion

Pursuant to C.G.S. Section 10-215f, the board of education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups

I recommend a "Yes" vote on the first motion.

2. Food and beverage exemption motion

The Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:

- 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
- 2) the sale is at the location of the event; and
- 3) the food and beverage items are not sold from a vending machine or school store.

An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play

rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

I recommend a “Yes” vote on the second motion.