

WOODSIDE INTERMEDIATE SCHOOL STUDENT / FAMILY HANDBOOK

2023-2024



Woodside Intermediate School
30 Woodside Road
Cromwell, CT 06416-1610
(860) 632-3564

Mr. Christopher Butwill
Principal

Mrs. Lauren Barry
Assistant Principal



Cromwell Public Schools- Mission and Beliefs Statement

“Placing Students First”

The Cromwell Public Schools fosters an equitable culture of continuous improvement, where it empowers, inspires and educates all students to employ essential skills to become contributing members of a dynamic, global society. As partners with the greater Cromwell community...

We believe:

- In offering a rigorous and equitable educational experience that challenges all students to become critical thinkers while valuing and meeting their academic, physical and social/emotional needs.
- In ensuring a safe, supportive, engaging, and culturally inclusive learning environment.
- In providing ongoing opportunities to engage in meaningful, reciprocal, and open communication which will foster a collaborative community to support the educational process.
- In promoting a culture of high expectations for all students along with a focus on continuous improvement and perseverance to develop and support globally-minded learners.
- In continuously developing, implementing, and assessing a rigorous academic program of instruction aligned to standards in order to provide an equitable education to all students.

Adopted 5/11/21

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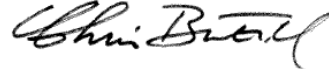
Dear Parents/Guardians and Students,

Woodside Intermediate School (WIS) is a community of learners. In order for each member of our community to be successful, we must have consistent expectations for everyone. The WIS Student/Family Handbook provides the policies and guidelines that we expect all students to follow while at school. In addition, the Student/Family Handbook provides useful information about the daily operation of our building. For your convenience, the Student/Family Handbook is also available on our school's website.

Parents and Guardians: Please review the entire Student/Family Handbook and share the information from select areas with your child. (For example: sections related to expectations for student behavior, bus rules, and dress code.) Thank you for taking a few minutes to become more familiar with the policies of our school. Your participation in reading this Student/Family Handbook makes our community of learners stronger.

If you ever have questions, comments, or concerns, please do not hesitate to contact me.

Sincerely,



Mr. Chris Butwill
WIS Principal

Cromwell Public Schools Equity Statement

Cromwell Public Schools values every student and believes that all students deserve equitable access to an educational experience for their future success. We are dedicated to promoting the values of diversity, equity, antiracism, and inclusion.

Cromwell Public Schools is committed to:

1. Providing a safe and welcoming environment for all constituencies regardless of ability/disability, age, ethnicity, gender identity, race, religion, sexual orientation, socio-economic status.
2. Empowering our youth to advocate for social justice.
3. Confronting systemic racism and taking steps to dismantle it.
4. Addressing conscious and unconscious bias through supporting courageous conversations with students, families, and staff.
5. Designing curriculum and implementing teaching practices that are culturally responsive to promote cultural competency.
6. Advocating for diverse partnerships with families and community members.
7. Providing each student with the resources and tools to be successful regardless of backgrounds or circumstances.
8. Utilizing an equity lens in all school initiatives.
9. Collectively promoting justice and equity through policy, practice, and relationship building by reviewing and revising district practices in order to dismantle barriers and close opportunity gaps.

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The full text of all Cromwell Board of Education policies referenced in this handbook is available on the Cromwell Public Schools website:

<https://sites.google.com/cromwell.k12.ct.us/cpsboe/policy-5000-series?authuser=0>

Woodside Intermediate School / Cromwell Public Schools Contact Information

WIS Administration	Position	860.632.3564
Christopher Butwill	Principal	X 22122
Lauren Barry	Assistant Principal	X 22123
Samantha Gasmen	Principal's Secretary	X 22102
Silvana Pandolfe	Assistant Principal's Secretary	X 22103
Counseling		
Melissa Askew-Hart	School Psychologist	X 22251
Sheila Ritter	School Psychologist	X 22118
Jane Gibson	School Social Worker	X 22116
Matt Kowalski	Family Liaison	860.632.3564
Central Office Administration		
Dr. Enza Macri	Superintendent of Schools	860.632.4838
Dr. Keri MacLean	Director of Curriculum and Instruction	860.632.6046
Michele DiMauro	Director of Human Resources	860.632.6043
Ann Burke	Director of Financial Services	860.632.4837
Student Services		
Sari O'Leary	Director of Student Services	860.632.4831
Ashley Talmont	Special Education Supervisor	860.632.4831
Curriculum Supervisors		
Amy Arnista	Pre K-12 Literacy Supervisor	860.632.6046
Julie Sheppard	Pre K-12 Numeracy Supervisor	860.632.6046
School Personnel		
Christine Fazzino	WIS Cafeteria Manager	860.632.3543
WIS Nurse	WIS Nursing Office	860.632.4820
Gillian Hanson	District Nursing Coordinator	860.262.0725

REFERENCE DIRECTORY FOR PARENTS

<u>IF YOU NEED:</u>	<u>CONTACT:</u>	<u>BY:</u>
To Report a Student Absence	Main Office	Call (860) 632-3564 Sending a note to school wisoffice@cromwell.k12.ct.us
To Pick Up Your Child	Main Office	Call (860) 632-3564 Sending a note to school wisoffice@cromwell.k12.ct.us
To Admit Your Child to School Late	Main Office	Explanatory note & sign your child in at Office
To Pick Up a Sick Child	Main Office	Sign child out in office.
To Inquire About a Health Problem	WIS Nurse	Call (860) 632-4828
To Move/Transfer Records	Main Office	Call (860) 632-3564
Information on Buses	Main Office	Call (860) 632-3564
Lunch Information	Refer to Lunch Menu	Website: www.cromwell.k12.ct.us
Before/After School Daycare	YMCA's Kid's Korner	WIS (860) 632-3192 YMCA (860) 347-6907
Cromwell Rec. Dept. After School		Call (860) 632-3467
Questions About Instruction, Policies, etc.	Mr. Chris Butwill, Principal	Call (860) 632-3564 cbutwill@cromwell.k12.ct.us
Student Behavior / Bus concerns	Mrs. Lauren Barry, Assistant Principal	lbarry@cromwell.k12.ct.us
Information about Classroom Child's Progress/Parent Conference	Child's Teacher	Call (860) 632-3564
Information on Special Education	Mrs. Sari O'Leary, Director of Special Services	Call (860) 632-4831
Information Title I	Dr. Keri MacLean Director of Curriculum and Instruction	Call (860) 632-6047

SCHOOL HOURS

GRADES 3-5	8:40 a.m. - 3:20 p.m.
EARLY DISMISSAL DAY	8:40 a.m. - 12:10 p.m.

[CPS 2023-2024 school calendar](#)

**EMERGENCY CLOSINGS DUE TO INCLEMENT WEATHER WILL OCCUR AT 12:10 P.M.
LUNCH WILL BE SERVED**

ANIMALS

Due to health issues, animals will not be permitted in the school building.

BEHAVIOR OF STUDENTS

At WIS we believe we are here to learn. Across the school, we use the Responsive Classroom approach. In addition, students are expected to show their Woodside Pride. During the 2022-2023 school year, we will be introducing students to RULER.

What is RULER?

RULER is our district approved social-emotional learning program. It is evidence-based to teach social-emotional learning to all ages with the goal of creating a healthier, more compassionate, innovative, and more equitable society. The RULER approach acknowledges the value and impact of emotions in everyday effectiveness.

- Recognizing emotions in oneself and others
- Understanding the causes and consequences of emotions
- Labeling emotions with a robust vocabulary
- Expressing emotions in accordance with cultural norms and social context
- Regulating emotions with helpful strategies

The RULER program aims to help people of all ages to recognize emotions in a non-judgmental manner. If emotions are not desirable for a given situation, the RULER program aims to provide strategies to help people self-regulate and get back to a more desirable mood.

What is Woodside Pride?

Woodside Pride means that students will show RESPECT, RESPONSIBILITY, and KINDNESS wherever they are at WIS. During the school year we will focus on these qualities and how students can apply them in the school environment. Each month we will focus on one of these qualities, or similar positive qualities that will promote success for students and a positive school environment.

What is the Responsive Classroom approach?

It is a way of teaching that creates a safe, challenging, and joyful classroom and schoolwide climate for all children. Teachers who use the *Responsive Classroom* approach understand that all of children's needs—academic, social, emotional, and physical—are important. The teacher creates an environment that responds to all of those needs so that your child can do his or her best learning. Children learn best when they have strong academic and social-emotional skills. That's why teachers using the *Responsive Classroom* approach focus on teaching all the skills needed for academic excellence. They teach children reading, writing, and math skills and also teach them how to take turns, listen respectfully, and work effectively with a partner or group. Teachers also think carefully about everything from classroom setup to how they speak to their students. All these things put together determine how well children learn. (Source: *The Responsive Classroom Approach: Information for Parents*)

GENERAL EXPECTED BEHAVIOR – STUDENTS WILL:

1. Show proper respect to all adults.
2. Show proper respect to each other. (i.e. no bullying and no verbal or physical abuse)
3. Take care of school property
4. Walk quietly while moving through the building.
5. Exhibit proper behavior in the classroom, bathrooms, cafeteria, assemblies, hallways, etc.
6. Follow the dress code

GENERAL EXPECTED BEHAVIOR – STUDENTS WILL NOT:

1. Chew gum or eat candy during school hours.
2. Gamble or trade any items at school.
3. Use alcohol, drugs, tobacco, or inhalants at school. (Refer to Parent Addendum #11)
4. Bring electronic games or devices, laser pointers, valuable toys or cards to school. (See ELECTRONIC DEVICES IN SCHOOL below.)
5. Bring any illegal or contraband materials, including, but not limited to knives or any other deadly or dangerous weapons (or look-alikes) on the bus, on school grounds, or to any school sponsored event. These are serious offenses that may result in suspension or expulsion.

BULLYING BEHAVIOR IN THE SCHOOLS

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school sponsored events, is expressly forbidden. **Refer to page 26 - [BOE 5131.911](#).**

CONSEQUENCES

Behavioral problems are addressed on an individual basis. The consequences can and do vary depending on the circumstances surrounding the situation. Examples of consequences that can be applied by the teacher and/or administration for misbehavior include:

1. Verbal warning.
2. Loss of classroom privilege.
3. Reassignment of task.
4. Removal from activity.
5. Parent contact and involvement.
6. Lunch detention.
7. Conference with teacher, administration, parent/guardian, and student.
8. Replacement of or reimbursement for damaged property.
9. Compensatory work by the student for damaged property.
10. Expressing verbally or in written form the effect of their behavior and what should have been done instead.
11. Suspension (in or out of school for up to 10 days) or expulsion (for up to 1 school year). Refer to Parent Addendum #III and IV.
12. Other consequences that may be appropriate.
 - a. Refer to Parent Addendum V and [BOE Policy 5131.21](#) for definition of violent and aggressive behavior.

BOOKS

STUDENTS ARE EXPECTED TO TAKE PROPER CARE OF SCHOOL PROPERTY.

Books and other materials belonging to the school should be kept in good condition during student use. Library books should be returned or renewed on the day your child's class has library. Textbooks and library books must be paid for if they are lost or damaged.

CLASS PLACEMENT

Staff makes every effort to group children appropriately for class placement each year. Many factors are involved in grouping in an attempt to balance classes by size, gender, academics, and personality. As a result of the complexities involved with grouping it is our policy not to accept parent requests. We will accept information about the qualities in a teacher that will bring out the best in your child.

CAFETERIA (Computerized Accountability System)

All students have been assigned a meal program personal identification number (PIN) and must use it to purchase any item in the cafeteria. The student enters this number onto a "Key Pad" as he or she reaches the cash register. Each student must memorize his or her number to help avoid delays during service.

If you are concerned about a serious food allergy that your child has, please notify the cafeteria. This information can be added to the system so that a warning will appear on the computer screen to alert the cashier.

If your child receives free or reduced-price meals, this information is in the computer and the meal will be processed with no acknowledgement of the student's status. They will also be required to enter their PIN number on the "key pad" in order to receive their lunch. Charges are allowed in case of an emergency and the computer will record that the student has a negative balance. To prevent a negative balance, we encourage parents/guardians to prepay money into their child's account. When sending money by check or cash, please include the student's PIN. Also, please indicate how much of the money should go into the student's Meal Account and how much should go into the student's General Account. You can also deposit money into your child's account by logging onto "My School Bucks" at www.myschoolbucks.com.

CAFETERIA (TIMES/PROCEDURES)

In the cafeteria we have certified staff and cafeteria assistants who help keep the lunch routine running smoothly. The assistants should be afforded the same courtesy and respect as teachers. We know that by the time children reach WIS they have been taught proper cafeteria behavior, but sometimes in a large group, manners may be forgotten. So that lunch will be pleasant for all, please follow these guidelines:

1. Students are to use good table manners at all times.
2. Students are to be silent and listen when a signal is given.
3. Students are to deposit garbage in garbage cans.
4. Students are to leave table area and eating area clean.
5. Students are to be in seats during lunch unless given permission.
6. Students are to finish eating before leaving the cafeteria.
7. Students are to follow the directions of the cafeteria assistants and teachers at all times.

RECESS / LUNCH

Lunch schedule:

Grade 3	11:30 a.m. – 12:00 p.m.
Grade 4 and Multiage Classes	12:20 - 12:50 p.m.
Grade 5	1:10 - 1:40 p.m.

Recess:

Each class will have a 20-minute recess per day with 2-3 other classes from their grade.

EARLY DISMISSAL TIMES

- On scheduled early dismissal days (12:10 P.M. dismissal), lunch will be served. There will be no recess. When there are emergency closings due to inclement weather, dismissal will occur at 12:10 p.m. and lunch will be served.
- When school opens late due to weather or other situations, there will be no recess.

FOOD GUIDELINES

Cromwell Public Schools are following guidelines recommended by the state of Connecticut for managing food allergies in our schools. Students may celebrate birthdays and/or holidays with non-food items such as pencils, stickers, etc. in order to decrease the risk of potentially life-threatening emergencies.

DRESS CODE

We take pride in the appearance of our students. At no time should clothing distract from the academic process. If student clothing does not meet the expectations below, they will be counseled and asked to fix, cover, or change the clothing. We appreciate parent support to reinforce the dress code expectations.

WIS Dress Code Expectations:

- Wear clothing that does not reveal parts of the body that should remain covered and/or reveals your torso, or undergarments
- Hoods, hats or other head coverings that conceal the identity of individual students are not allowed, but head coverings for religious and other purposes such as medical or cultural are permitted inside and outside.
- The school is responsible for ensuring that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.
- Wear clothing that is free from promotion of or reference to drugs, alcohol, and tobacco, and free from violent signs, symbols or words that are obscene, lewd, vulgar, defamatory, or likely to incite.

ELECTRONIC DEVICES IN SCHOOL

Parents, we need your help in monitoring what your child is bringing to school. Students should not be bringing electronic devices to school. Discouraging unnecessary electronic devices from even showing up at school will help all of us at WIS. In addition, please talk to your child about potential dangers associated with the misuse of computers, cell phones, emails, text messaging, and the transmission of photos, voice and/or videos. Please help your child understand that misuse of electronic devices is a very serious offense.

Students are provided with laptops, so your child will NOT need their personal electronic device for work in their classroom. If these devices are brought to school they should be turned off, stored in backpacks, and not be visible during the day. This includes lunch and recess. The only time they may be used is when the student has permission from the classroom teacher to use the device and the student is being monitored. Students should not be using phones or cameras of any kind on the bus. The bus is an extension of the school, so therefore taking pictures of other students would not be acceptable. Finally, it should be noted that the school is not responsible for the well-being of these devices if they should be broken or lost. Please review the Cromwell Board of Education Electronics Policy for more information.

LAPTOPS

All students are issued laptops (*HP Stream*) at the beginning of the year. Laptops will remain in school. Students bear responsibility for taking good care of that laptop during the year. Teachers will have clear procedures and expectations for students about using and handling the laptops. The district takes care of all of the maintenance of the laptops. They are updated over the summer. If there are any technical problems during the year, the district's IT department will take care of them. Students will not place stickers on laptops or alter their appearance in any way.

If a laptop is broken, the administration will look at the situation behind the breakage. We understand that accidents do happen. Depending on the situation, the district might pick up the cost, or it might fall under the warranty of the device. If the breakage was clearly due to student behavior, then the district would likely ask the family for reimbursement. For example, we have clear expectations for carrying the laptops with two hands and the top closed. If a student is carrying the laptop with one hand, over their head, and he/she drops and breaks it, then the district could reasonably ask the family to pay for the laptop. Other situations would include a student purposely throwing, or stepping on, a laptop.

PHONES

If students bring a phone to school, it must stay in their backpack during the day. It is not to be out or used during the school day. Phones can be very disruptive to the elementary learning environment. If parents need to reach their child during the school day, they should contact our main office at 860.632.3564, and we will get a message to the teacher/student.

FIELD TRIPS

Educational field trips play an integral part in the overall curriculum; as a result, WIS students are provided the opportunity to visit places that are educationally beneficial. The frequency and extent of these trips depends on available funding and may vary from year to year. The Parent Teacher Organization budgets a specific amount of money for field trips for each grade level. This money may be used for transportation or admission costs. Students may be requested to pay a portion of a field trip expense if all other sources do not cover the entire cost of the trip. No child will be denied the opportunity to participate because of financial concerns. Scholarship funds will be provided to those in need. (Financial Assistance Request Forms are in the office.) Field trips are part of the planned curriculum and it is therefore expected that all students will participate.

ELIGIBILITY

All students at WIS are eligible to attend appropriate grade level field trips. However, in order to insure a positive successful experience for all students, children who have not demonstrated trustworthiness, self-control, or respect for others may be denied the privilege of attending a field trip.

PERMISSION SLIPS

Your child's teacher will send permission slips home. Written permission must be obtained from a parent or guardian of students going on a field trip.

CHAPERONES

On certain trips, more coverage will be required. These chaperones will be given specific information explaining responsibilities and duties.

WALKING FIELD TRIPS

On several occasions during the school year, classes take walking field trips to locations near the school. A walking field trip permission slip distributed the first week of school must be signed by the parent or guardian in order to enable the child to attend. This one slip will be used to enable students to take walking field trips throughout the school year. It will also include general permission for transportation to events between schools or within town. Parents will be informed when their child's class is taking a walking field trip.

ATTENDANCE

Connecticut State Law requires parents to have their children attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with the students, and parents/guardians or with the students themselves when they become of legal age.

ABSENCE CALL / NOTE

If a student is going to be tardy or absent, a parent/guardian must call the school office or nurse by 9:30am to report it. (If the office is closed, you may leave a voice mail message.) A student's absence from school shall be considered excused IF written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

For absences one through nine, a student's absence from school are considered excused when the student's parent/guardian approves such absence and submits documentation.

For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons only:

1. Student illness. This must be verified by an appropriately licensed medical professional, regardless of the length of the absence.
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (additional documentation required);

5. Lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

EXCESSIVE ABSENCES

Excessive absences amounting to one quarter of the school year or more may result in the child being retained. For truancy information, please refer to Parent Addendum VI Truancy.

RESIDENCY

Students and parents/guardians are reminded that per State Attendance Policy and per Cromwell Board of Education Policy, a student can attend the Cromwell Public Schools ONLY if he/she resides within the Town of Cromwell. If a student moves out of town he/she cannot attend the Cromwell Public Schools unless the parent/guardian has requested and received permission of the Board of Education. Students living in Cromwell with anyone other than parents or legal guardians may not attend Cromwell Schools unless they reside in Cromwell for non-educational reasons ([BOE Policy 5118](#)).

HEALTH ISSUES

ACCIDENT OR ILLNESS

If students are hurt or taken ill, the school provides immediate first aid. If children sustain injuries, they are referred to the nurse. In case of possible serious injury or illness the nurse will notify the parent or guardian. Accident insurance coverage is available to each student. Information regarding this coverage will be sent home during the first week of school. The school nurse or Principal are the only persons authorized to dismiss a child.

EARLY DISMISSAL

When it has been determined that a child is too ill, uncomfortable, or contagious to remain in school, the parent or person designated on the medical emergency card will be notified. This person must sign the child out in the office. All early dismissals (for any reason) will be noted on the report card.

HEALTH CONCERNS

If there is any question of your children not feeling well in the morning, please keep them at home. If they feel better in an hour or two, bring them to school a little late. Also, if students have an elevated temperature (>100° F) they should be kept at home until their temperature has remained normal for 24 hours. If a student has symptoms including an elevated temperature, vomiting, and/or diarrhea, he/she should be kept at home until they are free from the above symptoms for 24 hours. In regard to injuries, we cannot be responsible for those incurred outside school. Children attending school should plan to go outside for recess and dress accordingly. There is no area available for children who might want to stay in for a day (because of cold, etc.). Students requesting an indoor recess or an excuse from physical education must have a doctor's note. **Students excused from P.E. on a given day will not take an active part in recess. They will sit off to the side. Students with stitches, splints, casts, etc. will NOT be allowed to participate in P.E. or active recess. A doctor's note is needed with instructions on length of exclusion as well as when to resume activities.**

EMERGENCY CONTACT INFORMATION

An online system of Emergency Contact Information for the Health Services Department is used in all schools. These emergency contacts/telephone numbers should be updated annually via the parent portal at the beginning of each school year, and any changes should be made with the school nurses throughout the year as necessary. **It is extremely important to have current contact information at all times.**

MEDICATIONS

Medications may be dispensed by the school nurse or the Principal or in the absence of either of these two persons, the Principal's designee. All medications (including over the counter medication) must be accompanied by the State Department of Health Administration of Medication form with written permission from the parent or guardian. **No medication will be given without these required authorizations.** Medication should be brought to school by someone 18 years of age or older. Please do not send them to school with your child!

It has been brought to the attention of health educators nationwide that children are using/abusing prescription drugs. This is not meant to alarm you, only to make you aware of this potentially harmful situation. Here is some important information:

- Medications used for one student may not help another student and the symptoms may worsen.
- Medications used for one student may cause an allergic reaction in another student, with serious side effects and/or death.
- Sharing medications (even if the intent is innocent) is against school policy and against the law. Expulsion can/will result.

REQUIRED HEALTH ASSESSMENTS / IMMUNIZATIONS

In accordance with Connecticut State Law (Section 10-206), the Cromwell Board of Education requires that each student undergo a health assessment prior to entrance into Kindergarten (or Pre-K if applicable), in grade 6, and in grade 10. Health assessments for Kindergarten (or Pre-K) must be completed within one year prior to entrance. Health assessments for grades 6 and 10 must be completed between January 1st (prior to the student entering grades 6 and 10) and day one of their 7th or 11th grade.

Current immunization requirements as well as other mandatory information, are marked with an (*) on the Connecticut Health Assessment Record (blue form). ALL documentation MUST be completed PRIOR to entrance into Kindergarten (or Pre-K), and during the Grade 6 and Grade 10 health assessment.

For specific criteria for students entering or attending WIS, please refer to Parent Addendum XII.

For additional Health Services procedures refer to [BOE Policies 5141](#), and [5141.21](#).

TUBERCULOSIS SCREENING GUIDELINES

Tuberculosis screening guidelines for Connecticut schools recommend students who have traveled to a high risk country (please contact school nurse for list) and have stayed for at least a week with substantial contact with the indigenous population since the previously required examination, be tested prior to the return to school after their travels. Please notify your school nurse prior to traveling outside of the country in order to receive instructions on any Tuberculosis testing which may be needed upon your return.

PARENT/GUARDIAN INVOLVEMENT AND INFORMATION

Parent/Guardians may make appointments for conferences with teachers or the principal by calling the school office. WIS also has an Open House in September and Parent/Guardian Teacher Conferences in November and March.

The Board of Education recognizes that the community shapes the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs, and evaluating results. The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools and parents/guardians must work as knowledgeable partners.

In order to assure collaborative relationships between students' families and the Board of Education and district personnel, and to enable parents/guardians to become active partners in education, the Superintendent shall develop administrative procedures to:

1. Keep parent(s)/guardian(s) thoroughly informed about the child's school and education
2. Encourage involvement in their child's school and education
3. Establish effective two-way communication between all families and the Board of Education district personnel
4. Seek input from parent(s)/guardian(s) on how they can assist their children's learning
5. Inform parent(s)/guardian(s) on how they can assist their children's learning
6. Develop an outreach program for parent(s)/guardian(s) of pre-school age children.

The Board of Education believes it is important to inform the public about the school curriculum, programs, policies and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum,

program, and activity revisions.

The Board of Education recognizes that volunteers can make many valuable contributions to our schools. The Board of Education endorses a program encouraging community residents to take an active role in improving schools and to become school volunteers in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration ([BOE Policy 1212](#)).

POWERSCHOOL

Parents/guardians have access to their child's academic progress through a web-based program called Power School. Parents/guardians are given an access code and can log in as needed to receive up-to-date information concerning their child's grades, assignments, and attendance.

DISTRICT and SCHOOL WEBSITES

Cromwell Public Schools maintains a district website. (www.cromwell.k12.ct.us) The website contains district information, as well as information by building.

TRANSPORTATION

The school cannot be responsible for transporting sick or injured children as there are no vehicles or personnel provided for such service. Please make arrangements ahead of time with a neighbor, relative or friend if you are unable to transport your child home because of illness.

HOMEWORK

Homework plays an important and regular role in the instructional program of the children at Woodside Intermediate School. Although the amount of homework may vary depending on the child's grade level, the following are general guidelines used by teachers:

The recommended time required for homework is on average of 10 minutes per grade level per day. This recommendation is a suggested range, and some homework assignments may require more or less time depending on their nature.

Homework that teachers assign must be completed by the student and returned at the time due. Teachers will notify you if homework is consistently not completed. Parents should provide for their child a quiet area, free of distractions in which the homework can be done. If a student is absent because of illness, the parent must call the school before 9:30 a.m. if homework is to be requested.

INVITATIONS

Parents are requested not to have children distribute party invitations through the school unless all students in the classroom are invited. This will eliminate hurt feelings of those not included.

LEGAL CUSTODY (Restraining Orders)

If parents do not have joint custody of a child or children, the parent with legal custody must present a copy of any and all legal documents (Restraining Orders, etc.) to the office of the school the student attends. This is to be done within 48 hours after any such legal documents are issued or on the first day of school. If there is any change in custody, the school is to be notified in writing (copies of legal documents, if any) as soon as possible. The school cannot be held responsible if legal parents and guardians do not abide by the above.

LIBRARY BOOKS

Library books can be checked out on a regular basis. However, if a book is lost or damaged it must be replaced or paid for before other books can be checked out.

LOCKERS

At the beginning of each year, students will be assigned a locker by their classroom teacher. Students should follow these guidelines for locker use:

1. Students may not put locks on the lockers.
2. Students will not decorate the outside of their locker.
3. Students may add items to the inside of their locker, provided they are removable and will not leave marks or glue behind. No stickers should be placed anywhere on a locker.
4. Students should not leave food in their locker for any extended period of time.

LOST AND FOUND

Every school year large quantities of clothing accumulate in the lost and found box, and many items are never claimed. Please label all clothing, lunch boxes and backpacks with your child's name so that when such items are left on the bus, playground or in the classroom, they may be returned to the owner. In January and June we will donate unclaimed clothing to Goodwill. THE LOST AND FOUND IS IN THE GYM FOYER.

SEARCH AND SEIZURE

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board policy ([BOE Policy 5145.12](#)) allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school be contained therein.

OFFICE HOURS

The Office at WIS is open daily from 8:00 a.m. - 4:30 p.m.

PARENTS' ROLE IN SCHOOL

VISITOR SIGN IN

Please report to the office and sign in whenever you come to school. For the safety and protection of our students, it is necessary that the administrators be aware of the presence of all visitors in the building.

ROOM PARENTS

It is our policy to have at least two room parents per classroom in our school. Usually, interested parents notify their child's teacher in the beginning of the year. Responsibilities may include calling classroom parents to contribute items for class activities, occasionally aiding as a chaperone on a field trip, arranging phone chains if needed, recruiting volunteers for PTO sponsored events, or helping with special projects at school. Room Parents will not be allowed to collect money from students to purchase gifts for staff members. If parents/families would like to show their appreciation for a staff member, they can make a donation towards books for the library.

BIRTHDAYS

Parents sometimes request to do something special for their child's birthday. We do not celebrate birthdays with food items (see Food Guidelines, p. 5), however parents may arrange with the teacher to visit their child's class and read a book or complete a craft. To preserve instructional time, this activity must be limited to 15 minutes.

PARENT TEACHER ORGANIZATION

The Parent Teacher Organization (PTO) of WIS is an active organization contributing to the welfare of the teachers, parents, and children of the community. Meetings are scheduled and are attended by both parents and teachers. Parents are urged to support the Parent Teacher Organization by membership and active participation in events sponsored by the organization.

PARKING

All parents are asked to park in designated parking spaces only. An area in the west lot has been assigned for student drop off only. When you pull into the west lot, the signed area is for student drop off. We ask that you pull up briefly, drop off your child and leave. If you would like to walk in with your child, please park in a marked parking space.

PLAYGROUND PROCEDURES

Safe and respectful behavior is expected on the playground at all times. Please see the expectations listed below. Recess will be outside unless the temperature / wind-chill is below 20°F or if the weather is inclement.

RULES:

1. Students are to follow directions of adults in charge at all times.
2. Students are to go outside during normal recess periods and may not return to the building without permission.
3. Only non-contact sports are allowed on the playground. Football games are not allowed. Students may pass a football.
4. Students should not make or throw snowballs or pick up snow/ice.
5. Unsafe physical contact and/or fighting is not allowed on the playground. This behavior will result in a referral and appropriate consequences, including possible suspension.
6. Students are to stay within school grounds during recess.
7. Students should line up immediately when the adult on duty blows the whistle or calls.

DRESS FOR RECESS

Please encourage proper dress during inclement weather. The wearing of boots is advised during wet, snowy, or muddy weather. Children are allowed to change into normal footwear once inside the building. The wearing of boots all day is not allowed.

MORNING ARRIVAL

DO NOT DROP OFF YOUR CHILD BEFORE 8:20 a.m. Students who arrive before this time cannot be supervised. Daycare is available through the YMCA at the school from 6:30 a.m. to 8:20 a.m. and again from 3:20 p.m. to 6:00 p.m. (12:10 p.m. to 6:00 p.m. on single-session days). Please call 860-347-6907 for more information.

A.M. STUDENT DROP-OFF GUIDELINES

We have a lot of traffic in the morning during student drop-off. Please review these guidelines to help keep our students safe and the line moving.

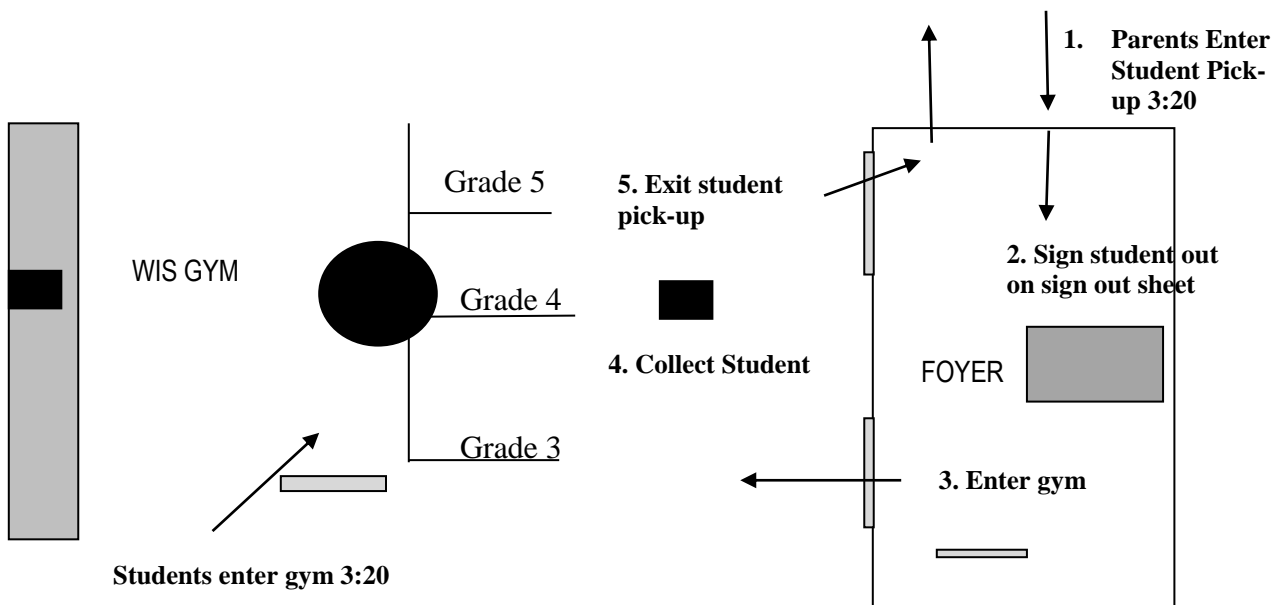
- As you enter the WIS parking lot, proceed to the student drop off circle.
- School personnel and Cromwell's School Resource Officer (SRO) will be on hand to monitor student arrivals.
- CARS MUST STAY IN A SINGLE FILE LINE – NO PASSING! Passing creates a life-threatening situation for students who might need to get out on the left side of the car.
- When possible, students should exit their vehicle on the right hand/curb side of the vehicle.
- Students should exit the car from any point in the traffic circle once traffic has stopped. Staff will also be there to help you identify when students should exit the car.
- Students should be prepared to exit the car as quickly as possible. Parents should avoid getting out of the car to hand items to students or say goodbye. This can really slow down the flow of traffic.
- If you arrive after 8:40 a.m., please park your car and escort your child to the office to sign him/her in. Your child will be marked Tardy after 8:40 a.m.
- DO NOT park in the visitor parking and release your child from there to walk into the school. This is not safe for students and is creating lots of congestion in our parking lot. Our School Resource Office will be monitoring and addressing this situation. If you are dropping your child off at school, you should use the drop off line.

TARDINESS

Students must arrive to school on time. They will be considered tardy if they arrive at Woodside Intermediate School after 8:40 a.m. Please call the main office or the nurse's office if your child is going to be tardy. **A student arriving late must report to the main office accompanied by a parent or guardian.** Chronic tardiness will be addressed by the School Administration and/or the School Resource Officer (SRO).

PARENT PICK-UP AT DISMISSAL

- Students will be dismissed from their classrooms to the gym for pickup at approximately 3:15 p.m. Students will be grouped by grade-level.
- Parents arriving for pick-up prior to 3:15 p.m. should wait by the gym doors. At 3:15 p.m. the student sign-out and pick up process will begin.
- Names of students being picked up must be on the sign out sheet in the foyer of the gym.
- Upon signing student out, parents will proceed through the gym to pick up their child and exit the gym doors as they entered the building.
- Please be patient if we ask for identification, this is a standard safety measure to protect our students.
- Staff will monitor students and confirm with office if there are any confusions regarding a student's status for pick-up.
- If everyone cooperates with these procedures, your child will have a safer dismissal.



EARLY DISMISSAL

Early dismissal of students should be for emergencies only or for appointments that cannot be made after school hours. On these occasions we ask that a note from a parent or guardian be sent on the day of the appointment. Early dismissals will be recorded on the report card.

EMERGENCY CLOSINGS WILL BE AT 12:10 p.m.

Please plan ahead for early closings due to weather or other circumstances. Discuss with your child an alternative plan in the event that no adult is home when he/she arrives. (Example: go to the home of a neighbor.)

DELAYED OPENING

If there is a delayed opening school will begin 2 hours late. Classes in Grades 3, 4 and 5 will meet from 10:40 a.m. to 3:20 p.m. Bus pick-ups will be approximately 2 hours later than the normal time. Delayed openings and early closing announcements are made via local radio, television stations, our district website (www.cromwell.k12.ct.us) and School Messenger (e-blast).

MULTI-TIERED SYETEM OF SUPPORTS (MTSS)

MTSS stands for multi-tiered system of supports. It is a framework, not a curriculum, used to provide targeted support to struggling students. The goal is to identify struggling students and provide them the necessary support in a timely manner in an effort to distinguish between students who are struggling with finite skills and students who struggle to learn. MTSS recognizes the importance of recognizing the “whole child” and providing support in the areas of social/emotional, behavioral, and absenteeism in addition to academia.

MTSS is a tiered system. As the tiers increase, the intensity and frequency of the intervention increase.

The MTSS approach is not synonymous with RTI (Response to Intervention) or SRBI (Scientific Research Based Instruction). It is set apart due to it being a more comprehensive approach which acknowledges the needs of the “whole child.”

MTSS grounds itself in the following components.

- All students will complete universal screenings yearly.
- Universal screeners will help determine which students require targeted support.
- MTSS team will meet regularly to discuss progress monitoring of students.
- Support will be communicated consistently and transparently to families.
- Evidence based support will be utilized at each tier.

SCIENTIFIC RESEARCH-BASED INTERVENTIONS (SRBI)

Scientific Research-Based Interventions (SRBI) are a way to provide support and instruction to students who are below grade level expectations. A student’s progress is studied by the SRBI team and findings are used to make decisions about teaching and other learning supports. Our SRBI team includes teachers, administrators, and other support staff who work collaboratively to develop interventions to support a student’s academic and/or behavioral needs.

SPECIAL EDUCATION

Before a child is referred to a planning and placement team, alternative procedures and programs in general education must be explored and, where appropriate, put into place in the classroom and used. School districts have teams in individual schools that provide a variety of alternative strategies to your child’s teacher to use in the classroom. These teams are sometimes called child study teams, or student assistance teams. You may request assistance from your school’s team. If your child’s difficulties persist, you should complete a referral to special education. If you would like more information regarding the PPT process please contact the Director of Special Services at 860-632-4831 or visit <https://portal.ct.gov/SDE/Services/Special-Education>.

STUDENT PROGRESS

- Student assessment is an on-going process and one that is developmentally appropriate at this primary level. Emphasis is placed on the whole child where growth in the academic, social and emotional domains is assessed in light of each child’s individual developmental level.
- Report cards are sent home via email. Its contents should be shared between you and your child and comparisons with other children should be avoided. Since the report cards are based on the curriculum and objectives to be achieved at each grade level, the content of the report card varies from grade to grade.

- Communication of student progress occurs through a variety of methods: parent conferences, daily work samples, informal or formal notes, telephone calls, and student work folders and report cards. Conferences are held twice a year in November and March. Parents are also encouraged and welcomed to contact teachers at any time regarding their child's progress. Regular communication between home and school is important to maintain throughout the academic year. (Refer to BOE Policies [5121](#), [5123](#), [5124](#), and [6146](#)).

TRANSPORTATION

BUS PROCEDURES

All WIS students ride the buses both to and from school. Buses pick up and drop off students at designated stops. WE ASK THAT YOU DESIGNATE ONE PICK UP LOCATION AND ONE DROP OFF LOCATION TO BE USED BY THE BUS THROUGHOUT THE YEAR. If the location varies on a daily basis, you are asked to make your own arrangements. We cannot provide for daily changes in bus routines. STUDENTS MAY NOT CHANGE BUSES IN ORDER TO VISIT A FRIEND. ONLY EMERGENCY DAY CARE ARRANGEMENTS WILL CONSTITUTE A CHANGE IN BUSING. (If this is the case, please send in a note so indicating.) Parents may also choose to transport students themselves. These students are not to arrive earlier than 8:20 a.m. because they will be unsupervised. Parents should drop students off in the designated drop off area. All bus changes require a 48-hour notice.

BUS RULES

The importance of proper conduct by our students while waiting to board, ride on or disembark from a bus cannot be over emphasized. Any behavior that distracts the bus driver instantly endangers all. In the interest of safety, all students should understand, and parents are urged to impress upon their children the necessity for strict compliance with the following:

1. Students are to remain well out of the roadway while waiting for the bus.
2. Getting on and off of the bus must be done in an orderly fashion.
3. Students are to remain seated while the bus is in motion.
4. Hands and objects must remain inside the bus at all times.
5. The aisles must be kept clear at all times.
6. Students should keep their voice level at a respectful level.
8. Standing on the bus while it is in motion is strictly and absolutely forbidden.
9. Crowding, pushing, and shoving, are not only unnecessary but dangerous as well.
10. Attitudes of helpfulness and cooperation will do much to ensure safe and comfortable bus transportation for all.
11. A student may be suspended from riding the bus for disciplinary reasons by the administration only. In such a case, their parents shall provide for their transportation to and from school during the period of such suspension.
12. Children should be at their bus stop at least ten minutes before the arrival of the bus.
13. Eating on the bus is prohibited.
14. Parents/Guardian may not get on the bus.
15. Kindergarten students sit in the front of the bus followed by grades one through five in numeral order. However, students may be assigned seats.

BUS REFERRALS

A bus misconduct form will be sent home when the bus driver makes a complaint to the Principal or Assistant Principal. The first misconduct form is usually a warning. If a student receives a second misconduct form in the same school year, the child may be removed from the school bus. If a third form is sent home the student may be removed from the school bus for as long as one week at the discretion of the Principal. Parents will be responsible for providing transportation if this occurs.

BUS STOP

Please remind your child(ren) of the importance of proper behavior while waiting for the bus and when walking to and from the bus stop. The school cannot assume responsibility for students while they are at the bus stop.

SPECIAL ARRANGEMENTS

Parents wishing to have students picked up or dropped off at a Cromwell daycare facility on a regular basis may do so by notifying the school office. The bus company requires a 48-hour notice to make any bus changes. Because of the risk of overcrowding, **students may not change buses to visit friends after school**. Parents are to make arrangements for such situations themselves. Transportation safety complaints can be referred to the bus company directly or to the Woodside Intermediate School office.

VACATION POLICY

Our school calendar normally includes 183 days of instruction time, as well as adequate vacation periods. Therefore, we strongly urge families to schedule vacations when school is not in session. We feel the instructional time a student misses from school cannot be adequately made up. If parents withdraw their children from school in order to take vacations, the school will not provide assignments in advance. Students are responsible for completing any missed work or assignments.

VISITORS AND VOLUNTEERS

All doors including the main entrance will be locked during school hours. Visitors must ring the bell at the main entrance in order to gain admittance into Woodside Intermediate School.

All visitors or volunteers should report to the office before going to any part of the building. You may be asked to present identification. After signing in, you will be given a sticker or badge to wear. Please have it visible at all times. When you leave the building, you are asked to stop in the office, return the sticker or badge and sign out. Parents are asked to drop off forgotten items in the office. Parents are not permitted to go to classrooms to drop off these items.

The full text of all Cromwell Board of Education policies referenced in this handbook is available on the Cromwell Public Schools website:
<https://sites.google.com/cromwell.k12.ct.us/cpsboe/policy-5000-series?authuser=0>

PARENT ADDENDUM

I. EQUAL OPPORTUNITY STATEMENT

In compliance with regulations implementing Titles VI and VII of the Civil Rights of 1964, Title IX of the Educational Amendments Act of 1973, Section 504 of the Rehabilitation Act of 1973, The Americans With Disabilities Act of 1991, and applicable State laws, the Board of Education prohibits discrimination or harassment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability.

II. ALCOHOL, DRUGS, TOBACCO AND INHALANTS

In the event that the student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the student will be suspended from school (in accordance with regulation 5131.6), referred to the appropriate treatment agency, considered for expulsion and the parents will be contacted. In cases of the illegal activity of possessing or selling drugs or alcohol, the student will be referred to the police department.

Personal privacy rights of students shall be protected as provided by law.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel. (cf. 5145.12- Search and Seizure)

The Board is also concerned that other substances, not listed as "controlled substances", such as contained in common household items and inhalants, if purposely used inappropriately, can also have a stimulant, depressant or hallucinogenic effect on students. Inappropriate use, possession, sale or distribution of these non-controlled substances will result in disciplinary action, including but not limited to, suspension and/or expulsion. Further, grade level appropriate education pertaining to proper use of these materials and the danger of abuse shall be presented.

Smoking is prohibited by law in all school buildings and on school grounds. Disciplinary actions will be in accordance with regulations provided by the administration.

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in Board policy #5131.6 Alcohol, Drugs and Tobacco, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warning appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows:

Nitrous Oxide - *Laughing Gas, Whip pets, CO2 Cartridge*
Amyl Nitrite - *"Locker Room," "Rush," "Poppers," "Snappers"*
Butyl Nitrite - *"Bullet," "Climax"*
Chlorohydrocarbons - *Aerosol Paint Cans, Cleaning Fluids*
Hydrocarbons - *Aerosol Propellants, Gasoline, Glue, Butane*

Further, no student shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to another student. Any student found to use, possess, sell or to conspire to sell any illegal substance, shall be referred to the appropriate authority for criminal prosecution.

No person shall intentionally use, or possess with intent to use, inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Students who violate this policy shall be subject to disciplinary action, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program.

Refer to BOE policies #5131.6 and 5131.61

III. **SUSPENSION**

Actions leading to suspension

Grounds for suspension from school or in-school suspension include, but are not limited to, the following:

1. Willfully striking or assaulting a student or any member of the school staff.
2. Theft or knowingly possessing stolen goods.
3. The use of obscene gestures, racial slurs or abusive language.
4. Deliberate refusal to obey the reasonable requests of a member of the school staff.
5. Participating in violent or disruptive walkouts from or sit-ins within a classroom or school building.
6. Attempts at extortion or intimidating school staff or other students.
7. **Knowingly possessing or transmitting any firearm, knife, explosive or other dangerous object of no reasonable use to the student at school.**
8. Unauthorized possession, sale, distribution or consumption in the school, on school grounds or on school buses of illegal drugs, narcotics or alcoholic beverages or being under the influence of a controlled substance at school or school-sponsored activities.
9. The willful destruction of school property or personal property.
10. Misbehavior on a school bus as defined in Policy 7-231 to 7-231.2.
11. Class truancy as defined in Policy 7-232.
12. Leaving school without permission as defined in Policy 7-233.

Notice Placed on Cumulative Record

Whenever a student is suspended and excluded from school privileges, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative records. Such notice shall be expunged from the student's cumulative record if the student (1) graduates from high school or (2) is not expelled or suspended again during the two-year period commencing on the date of the student's return to school after the suspension. This pertains only to out-of-school suspensions.

IV. **EXPULSION**

The Board of Education may expel a pupil from school if, after a full hearing, the Board finds that their conduct (a) endangers persons or property; (b) is seriously disruptive of the educational process; or (c) violates a publicized policy of the Board.

Notice Placed on Cumulative Record

Whenever a student is expelled from school, notice of the expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative records. Such notice shall be expunged from the student’s cumulative record if the student (1) graduates from high school or (2) is not expelled or suspended again during the two-year period commencing on the date of the student’s return to school after the expulsion. **Refer to BOE Policy #5114.**

V. VIOLENT AND AGGRESSIVE BEHAVIOR

All acts of violence and aggression, including, but not limited to, terrorist acts and/or threats, shall result in specific consequences, determined by the seriousness of the act, including suspension from school and consideration of expulsion from school by the Board of Education for acts of a serious or chronic nature. The following behaviors are defined as violent and aggressive:

- Possession, Threat With, or Use of a Weapon or Dangerous Instrument
- Physical Assault Verbal Abuse Intimidation Extortion
- Bullying Gangs Terrorist Threat Sexual Harassment
- Stalking Defiance Racial Slurs

Refer to BOE Policy #5131.21.

VI. TRUANCY

As of July 1991, the State of Connecticut has defined truant’ as any student with four unexcused absences from school in any month or, ten unexcused absences in a school year. Parents should be aware of their statutory responsibility for the student’s regular school attendance (Section 10-184). Parents should also be aware that if they fail to comply with the provisions of 10-184, they might be fined at least \$525 by the court for each infraction. Students who are considered truant from school WILL NOT be permitted to make up work missed the day that they were absent.

VII. PARENT INVOLVEMENT

The Board of Education recognizes that the community shapes the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs, and evaluating results.

The Board of Education recognizes that a child’s education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

In order to assure collaborative relationships between students’ families and the Board of Education and district personnel, and to enable parent(s)/guardian(s) to become active partners in education, the Superintendent shall develop administrative procedures to:

1. Keep parent(s)/guardian(s) thoroughly informed about their child’s school and education.
2. Encourage involvement in their child’s school and education.
3. Establish effective two-way communication between all families and the Board of education district personnel.
4. Seek input from parent(s)/guardian(s) on significant school-related issues.
5. Inform parent(s)/guardian(s) on how they can assist their children’s learning.
6. Develop an outreach program for parent(s) of pre-school age children.

General. The Board of Education believes it is important to inform the public about school curriculum, programs, policies, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community’s goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

The board of education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a program encouraging community residents to take an active role in improving schools and to

become school volunteers in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration.

Refer to BOE Policies 1000, 1000.1, 1101.1, 1110, and 1212.

VIII. HAZARDOUS MATERIAL IN SCHOOLS

Products present in school buildings or used in managing the building and site may be designated as hazardous material by federal or state agencies. The Board of Education carries the responsibility to ensure the safety of all those using our facilities both in choosing proper product selection, use, and adequate notification. The following items require annual notification:

Asbestos

Federal regulation AHERA CFR 40 Part 763 requires the Board of Education to annually notify all parents/guardians and staff of the presence of asbestos which may exist in our school buildings. An Asbestos Management Plan is located at each school and in the Central Administrative Office, 9 Mann Memorial Drive. This document contains information regarding the presence of asbestos by type, amount and location. All required periodic inspections are made a part of this manual.

Pest & Pesticide Management

Board of Education Policy #3524.1 provides strategies for managing pest populations influenced by the pest species and the degree to which that population poses a threat to people, property or the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff, and all others using district buildings and grounds. The goal of this pest and pesticide management program is to manage pests in order to:

- Reduce any potential human health hazard and/or protect against a significant threat to public safety
- Prevent loss or damage to school structures or property
- Prevent pest from spreading in the community or to plant and animal populations beyond the site
- Enhance the quality of life and to provide a safe and healthy learning environment for students, staff and others
- Afford students, staff, and others the opportunity for advanced notice of application in compliance with the Board of Education policy.

IX. REPORTING OF CHILD ABUSE AND NEGLECT

The Board of Education recognizes that student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the students' ability to learn while in school, the Board of Education realizes the importance and legal responsibility of mandated reporters in identifying students who may be suffering from abuse.

Connecticut General Statutes 17a-101, as amended by PA 96-246, has defined various school employees mandated reporters. Mandated reporters are required to report if they suspect or believe that a child has been abused (CGS 17a-101) or may be abused (CGS 17a-102).

The district shall not discharge or in any manner discriminate or retaliate against any mandated school employee who in good faith makes a report pursuant to CGS 17a-101 or is involved in any proceedings pertaining to the alleged child abuse or neglect.

Refer to BOE Policy 5141.4.

X. SEXUAL HARASSMENT

Sexual harassment will not be tolerated among students of the school district. It is the policy of the board of education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students, and to the public.

Definition

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including but not limited to: insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student; or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Procedure

It is the express policy of the board of education to encourage victims of sexual harassment to report such claims. Students are encouraged to promptly report complaints of sexual harassment to the appropriate personnel or the principal or their designee. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and reprisals or retaliation which occur as a result of the good faith reporting of charges of sexual harassment will result in disciplinary action against the retaliator.

Guidelines

Sexual harassment is prohibited in the school system. Sexual harassment can occur when, but is not limited to:

1. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
2. The conduct has the purpose or effect of having a negative effect upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the educational institution.
4. Suggestive or obscene letters, notes, invitations, slurs, jokes, epithets, or gestures, derogatory comments, assault, touching, impeding or blocking movement, leering, display of sexually suggestive objects, pictures or cartoons.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of students, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g., scholarships, financial aid, work study, job).
7. Inappropriate attention of a sexual nature from peer(s) (i.e., student to student).

Complaint Procedure

1. Any complaint must be initiated with 180 days from the date one knew or should have known the alleged harassment took place.
2. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that their behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
3. As soon as a student feels that he or she has been subject to sexual harassment, he or she should

make a written complaint to the appropriate school personnel, or the principal, or their designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.

4. The complaint should state the:
 - a. name of the complainant;
 - b. date of the complaint;
 - c. date of the alleged harassment;
 - d. name or names of the harasser or harassers;
 - e. location where such harassment occurred; and
 - f. detailed statement of the circumstances constituting the alleged harassment.
5. Any student who makes an oral complaint of harassment to any of the above-mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure. The complainant will be told that the alleged harasser has a right to know who has filed a complaint against him/her.
6. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
7. All complaints are to be forwarded immediately to the principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the superintendent.
8. If possible, within five (5) working days of receipt of the complaint, the principal or designee handling the complaint shall commence an effective, thorough, objective, and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.
9. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all others directly concerned.
10. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment. The superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the superintendent shall respond to the complainant, in writing, as soon as possible.

If, after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include appropriate intervention, reassignment, transfer, or disciplinary action. The harasser and any other students or employers, if appropriate, will be informed that appropriate action be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.

XI. SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

The Cromwell Board of Education provides special education and pupil personnel services (speech and language, counseling, etc.) to students who are identified as special education students and/or to students identified as disabled under Section 504 of the Rehabilitation Act. If you feel that your child's program is not meeting their educational needs, you can request, through a building principal, a Planning and Placement Team (PPT) meeting to review your concerns. If these are unsuccessful, the student is then referred to a PPT meeting. Parents/guardians or guardians are notified five (5) days in advance by mail of the PPT meeting to discuss the referral. If the PPT determines that an evaluation is necessary, the responsibilities for the evaluations are assigned. A multidisciplinary evaluation must be conducted to determine eligibility. Evaluations are reviewed at the PPT meeting to determine eligibility.

Within forty-five (45) school days, the completed evaluations are reviewed at the PPT meeting to determine eligibility. If the student is identified, an Individualized Educational Plan (IEP) is developed and implemented. A team approach, consisting of school staff and administration along with the parent/guardian, is utilized in the development of the educational plan.

Parents'/guardians' rights for Procedural Safeguards and Due Process under the Individuals with Disabilities Education Act (IDEA) and parents'/guardians' rights under Section 504 of the Rehabilitation Act are provided annually. Subsequent to identification under Section 504, parents'/guardians' rights are provided at each Section 504 meeting. The district maintains compliance under Federal statute and regulations through the State Department of Education.

Records shall be maintained for each student from entrance into school to graduation or withdrawal. The retention of certain types of records is required by law. Access to and security of student records and request for amendments is assured by the CT General Statutes, the Federal Family Educational Rights and Privacy Act of 1974 and their respective regulations.

STATEMENT OF SECTION 504 AND AMERICANS WITH DISABILITIES ACT

It is the policy of the Cromwell School District not to discriminate on the basis of disabilities as required under Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990, in the admission of students to programs or any education services or in the employment of personnel. The coordinator for these activities is Mr. Jerald Fine, Director of Special Services, 860-632-4836. Inquiries may be directed to the coordinator or to the Regional Office for Civil Rights.

STATEMENT OF TITLE VI, TITLE VII, AND TITLE IX

In compliance with regulations implementing Titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments Act of 1973, and applicable state laws, the Board of Education prohibits discrimination or harassment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry sexual orientation, or past or present physical or mental disability. Sexual harassment includes, but is not limited to, unwelcome sexual advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures or other physical actions of a sexual nature when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational success; submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

The coordinator for Title IX is also the Director of Special Services. Inquiries may be directed to the coordinator or to the Regional Office for Civil Rights, 140 Federal Street, Boston, MA 02110.

The coordinator for Title VI and Title VII is also the Director of Special Services. Inquiries may be directed to the coordinator or to the Regional Office for Civil Rights, 140 Federal Street, Boston, MA 02110.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging

violations of title VI, title VII, and title IX. These procedures are available to all participants, students and employees in the Cromwell School System.

NOTIFICATION OF GRIEVANCE PROCEDURES

Please be informed that the Cromwell Board of Education is an affirmative action/equal opportunity employer, and it does not discriminate on the basis of race, religious creed, age, handicapping condition, national origin, marital status, or sex in any of its education programs, activities or employment policies. Further, in compliance with title IX of the Educational Amendment of 1972, Title VI of the Civil Rights Act of 1974, and Section 504 of the Rehabilitation Act of 1973, the following grievance procedure is presented. The purpose of the following grievance procedure shall be to settle equitably, at the lowest possible administrative level, issues which may arrive with respect to possible discrimination regarding sex, handicap, or vocational programming within the Cromwell School System. The grievance proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

A. Level One - Principal or Immediate Supervisor

Any participant in the school system - parent, student, or employee - with a grievance or dispute shall first discuss it with their school principal or immediate supervisor with the objective of resolving the matter informally. The grievance may be communicated orally or in writing for this purpose.

B. Level Two – Coordinator for 504, Americans with Disabilities Act, Title IX, or Title VI Activities

In the event that such aggrieved participant in the school system is not satisfied with the disposition of their grievance at Level One, or in the event that no decision has been rendered within five (5) school days after presentation of the grievance, he/she may file a written grievance directly to the Coordinator. This use of the Level Two process may be affected at any time during the school fiscal year (July 1 - June 30) in which a Level One decision is unacceptable to the aggrieved party.

C. Level Three - Board of Education

In the event that the aggrieved participant in the school system is not satisfied with the disposition of their grievance at Level Two, or in the event no decision has been rendered within five (5) school days after the meeting with the Coordinator, he/she may file a written grievance indicating such dissatisfaction, with the Chairperson of the Cromwell Board of Education. The use of the Level Three process may be affected at any time during the school year (July 1 - June 30) in which a Level Two decision is unacceptable to the aggrieved party. Within twenty (20) school days after receiving the written grievance, the Board of Education shall meet with the aggrieved party and the Coordinator for the purpose of resolving the grievance. The Board of Education must render a decision in writing regarding the grievance within five (5) school days of the Level Three meeting.

XII. DIRECTORY INFORMATION

Certain directory information may be released to media, colleges, civic or school-related organizations, military recruiters and state or government agencies as well as published in programs for the athletic, music and theater presentations of this school district.

Directory information includes the following kinds of information:

1. Name of student and grade level
2. Address
3. Telephone number and/or electronic mail address
4. Major field of study
5. Participation in officially recognized activities and sports
6. Height and weight of members of athletic teams
7. Dates of attendance

8. Degrees and awards received
9. Most recent school attended
10. Date and place of birth
11. Photograph

IF YOU DO NOT WISH THIS INFORMATION TO BE RELEASED, PLEASE INFORM THE SCHOOL PRINCIPAL IN WRITING WITHIN TEN (10) DAYS AFTER YOU RECEIVE THIS HANDBOOK.

XIV. Title I NOTIFICATION RE: QUALIFIED TEACHERS

- A. Parental Requests: Parents of each student attending any school receiving Title I funds shall be notified at the beginning of each school year, that they may request, and the district will provide, in a timely manner, information regarding the professional qualifications of the student's classroom teachers. The information must include, at a minimum:
- if the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - if the teacher is teaching under an interim certificate, a durational shortage area permit, a minor assignment, or as a substitute teacher;
 - the baccalaureate degree major and any other graduate certification degree held by the teacher; and the field of discipline of the certification or degree;
 - and information on whether the student is provided services by a paraprofessional and, if so, their qualifications.
- B. Parental Right to Know: A school district receiving Title I funds must provide to each individual parent whose children are attending a Title I school:
- Information on the level of achievement of their child on the CMT; and
 - Timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

XV. STUDENT RECORDS/PRIVACY

The Cromwell Board of Education has adopted a policy regarding student records to comply with Federal and State Statutes. These policies define the way in which student records are maintained, reviewed, and destroyed. The policies also indicate the circumstances under which there is access to these records by parents/guardians, students, staff, and outside sources. They further state who is delegated responsibility as Overseer of Records, where records are to be kept, how student records may be amended by parents/guardians, and the right of parents/guardians to a hearing regarding their request for amendment. The detailed policy of the Board of Education is available for parents/guardians and students in the offices of the Superintendent of Schools and each School Principal.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. To access more information regarding FERPA, please visit: <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>.

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 123h, requires Cromwell Public Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis or evaluation. In accordance with federal law, the Cromwell Board of Education adopted, in consultation with parents, provisions related to student privacy. The **Student Privacy Policy** (BOE Policy #6162.5) is found on the district website: www.cromwell.k12.ct.us. To access more information regarding PPRA, please visit: <http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html>.

In accordance with federal law, the Cromwell Board of Education adopted a **Directory Information Policy** (BOE Policy #5145.15). Further information regarding this policy can be found on the district website: www.cromwell.k12.ct.us.

5131.911

STUDENTS

Bullying

Adopted: 11/26/02

Revised: 11/27/07; 3/10/09

BULLYING BEHAVIOR IN THE SCHOOLS

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden.

To implement this policy, the Board of Education directs the Superintendent to develop and adopt regulations to address the existence of bullying in the schools. As provided by statute, such regulations shall: (1) enable students to anonymously report acts of bullying to teachers and school administrators, and require that students to be notified annually of the process by which they make such anonymous reports, (2) enable the parents or guardians of students to file written reports of suspected bullying, (3) require teachers and other school staff who witness acts of bullying or receive student reports of bullying to notify school administrators in writing, (4) require school administrators to investigate any written reports filed pursuant to subdivision (2) and to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report, (5) include an prevention and intervention strategy for school staff to deal with bullying, (6) provide for the inclusion of language in student codes of conduct and in all student handbooks concerning bullying, (7) require school administrators to notify both the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, and invite them to attend at least one meeting, (8) require each school within the district to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and to report such number annually in a manner prescribed by the Commissioner of Education to the Department of Education, (9) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline, and (10) require the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint.

The notification required pursuant to subdivision (7) shall include a description of the response of school staff to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

For purposes of this policy, "**Bullying**" shall mean any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying outside the school setting may be addressed if it has a direct and negative impact on a student's academic performance or safety in school.

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

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline, suspension and expulsion.

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. A school survey to determine the prevalence of bullying.
3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.
4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
6. Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school.
7. Individual interventions with the bully, parents; and school staff, and interventions with the bullied child, parents; and the school staff.
8. School wide training related to safe school climate.
9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

**5131.911
Students
Hazing
Bullying**

Legal References: Connecticut General Statutes

10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior as amended by PA 08-160.

10-233a Definitions.

10-233b Removal of pupils from class.

10-233c Suspension of pupils.

10-233d Expulsion of pupils.

10-233e Notice as to disciplinary policies and action.

10-233f In-school suspension of pupils. Reassignment.

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

ANNUAL BULLYING NOTICE

Bullying behavior by any student in the Cromwell Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

“Bullying” means any overt acts by a student or a group of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at school-sponsored activity, or on a school bus, which acts committed more than once against any student during the school year. *“Such overt acts, which occur off-campus (and not at a school sponsored activity) may also constitute bullying if it is determined that they have a direct and negative impact on a student’s academic performance or safety in school.”*

Students may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to teachers and school administrators. In addition, parents may also file written complaints concerning suspected bullying behavior. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with their rights of due process. Board policy and regulation # 5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

Informal/Verbal Complaints of Bullying by Students

Students may make complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or school therapist. Student complaints of bullying should specify the actions giving rise to the suspicion of bullying, including the time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A teacher, other professional employee, or administrator who receives a student complaint shall promptly reduce the complaint to writing, including the information provided by the student. The written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building Principal (or other responsible program administrator) for review and action.

Formal/Written Complaints of Bullying

Students and/or their parents or guardians may also file formal written complaints of conduct that they consider to be bullying. Such written reports should specify the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the building Principal for review and action.

Anonymous Complaints of Bullying

Students who make complaints of bullying to a teacher and/or administrator may request that their name be maintained in confidence by the teacher(s) or administrator(s) who receives the complaint. Should anonymity be requested, the Principal or their designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

Cromwell Public Schools
Report of Bullying Form/Investigation Summary

School _____ Date _____

Location(s) _____

Reporter Information:

- Anonymous student report
- Staff Member report Name _____
- Parent/guardian report Name _____
- Student report Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes No

Remedial Action(s) Taken: _____

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____ **Date Sent:** _____

Parents' Names: _____ **Date Sent:** _____

Parents' Names: _____ **Date Sent:** _____

Parents' Names: _____ **Date Sent:** _____

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified)

RATIONALE: The purpose of the policy on bullying is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

AIMS: The anti-bullying program within the district schools seeks to accomplish the following goals:

- To promote a safe environment free from threat, harassment and any type of bullying behavior.
- To take positive action to prevent bullying from occurring.
- To inform staff, parents and students of the school's expectations and to foster a productive partnership which helps to maintain a bully-free environment
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

DEFINITION OF BULLYING: Bullying, as defined by Connecticut statute is "any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, harass, or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year." Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school. It can also be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based and gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

CRUCIAL FACTORS TO COMBAT BULLYING:

1. Awareness and involvement on the part of adults, with regards to bully-victim problems.
2. Survey of bully/victim problems to determine the scope of the problem in each school.
3. A school conference day devoted to bully/victim problems.
4. Appropriate supervision during recess, lunch time and changing of classes by adult staff.
5. Consistent and immediate consequences for aggressive behavior.
6. Generous praise for pro-social and helpful behavior by students.
7. Specific class rules against bullying.
8. Class meetings about bullying
9. Serious individual talks with bullies and with victims.
10. Serious talks with parents of bullies and victims.
11. A meeting of the school's parent organization on this topic.
12. A curriculum that promotes communication, friendship and assertive skills.
13. Improved communication among administrators, teachers, parents and students.
14. Listening respectfully to bullying concerns raised by students, parents and staff.
15. Avoidance of sex-role stereotyping. (e.g. males need to be strong and tough)
16. Avoidance of competitiveness at school.
17. Use of classmates to help alleviate the plight of victims and include them in group activities.

The above measures are considered part of an effective school-wide anti-bullying program, per research on this topic.

RESPONSE TO ALLEGED ACTS OF BULLYING:

1. Students may report bullying situations anonymously to teachers and administrators.
2. **Parents/guardians may report bullying situations to teachers and administrators in writing.**
3. Student and/or parent/guardian reports shall be reported to the school administration.
4. School administrators shall investigate in a timely fashion parents' written reports and review students' anonymous reports to determine the action required.
5. Written notice shall be provided to the parents/guardians of a child involved in a verified act of bullying. The notice shall describe the school's response and any consequences that may result from further acts of bullying.
6. A list shall be maintained in the Principal's office of verified bullying acts. Such list is available upon request to the public and submitted as required to the Department of Education.
7. Language about bullying and the scope of the policy shall be included in all student/parent/employee handbooks. Families will be notified annually of the process to report bullying

STAFF RESPONSIBILITIES:

1. To implement procedures to confront bullying in any form.
2. To listen to all parties involved in incidents.
3. To investigate as fully as possible, and to report such incidents to the school administration.
4. To take appropriate action, or to refer the matter to a member of the administration.
5. To record and inform parents of bullying incidents.
6. To promote the use of a range of teaching and learning styles and strategies which challenge bullying behavior.
7. To promote open management styles which facilitate communication and consultation throughout the school setting.
8. To foster by example the values the school believes in.
9. To promote the use of interventions which are least intrusive and most effective.
10. To hold regular discussions on this issue with administration, staff, students and parents.
11. To support victims of bullying by means of individual and peer counseling.
12. To initiate efforts to change the behavior of the bullies through class discussions, counseling, reinforcement and sanctions where appropriate.

SUGGESTED STEPS FOR INTERVENING IN BULLYING SITUATIONS:

- Intervene immediately; stop the bullying behavior once seen or becoming aware of it.
- Talk to the bully and victim, separately. If more than one child is involved in perpetuating the bullying, talk to each of the perpetrators separately, in quick succession.
- If a peer mediation program is in place, be careful in referring cases where there is bullying, as the power imbalance will likely make this a very intimidating situation for the victim. The victim's communication and assertiveness skills may be very low and will be further eroded by fear resulting from past intimidation and fear of future retaliation. Consider excluding such cases from peer mediation.
- Consult with administrators and/or other teachers to get a broader perspective on the problem and to alert them to the problem. Get advice as to how this situation fits with Board and school policies and/or refer to written guidelines.
- Expect that the perpetrator(s) will minimize and deny their/their actions and responsibility.
- Refer to school and class codes of conduct in telling the bully why their behavior was unacceptable. Indicate the expected behavior. Inform the bully(ies) of the sanctions which will be imposed and that their parents will be involved.
- Reassure the victim that all possible steps will be taken to prevent a recurrence.
- Inform the parents of the bully and of the victim as soon as possible. Involve parents early before behavior patterns become entrenched and more serious.
- Involve parents in designing a creative plan of action, whenever possible.
- Involve victims in groups and situations in which they can make appropriate friends and develop social skills and confidence. (e.g. peer support groups, new student orientation group, class cooperative learning group, special activity group or club) The goals are to develop the child's peer support network, social and other skills and confidence. Specific instruction in assertiveness may also be helpful.
- For the bully(ies) provide specific re-education regarding their/their behavior, in addition to sanctions such as removal of privileges, detention, etc.

SUGGESTED STEPS FOR INTERVENING IN BULLYING SITUATIONS: (continued)

- Follow up in communicating with parents and with other teachers and administrators about the situation until it is clearly resolved.
- Monitor the behavior of the bully and of the victim on a school-wide basis.
- If the bully(ies) do not change their behavior, despite concerted efforts by school personnel they, not the victim, should be removed from the class or school or transferred to another program/situation. Consequences for the perpetrators will be of considerable interest to all students and will set the tone for future situations.

CLASSROOM ACTIVITIES AND RESOURCES:

Classroom activities on an ongoing basis are important to the anti-bullying program. The following measures should be taken in the classroom:

- Developing a class code of conduct with regard to treatment of other students, with specific reference to bullying and exclusion of other students. Both desirable and unacceptable behavior should be simply and clearly defined and written, with student input.
- Following up with immediate, consistent, non-violent consequences for all bullying and aggressive behavior.
- Recognizing and praising positive, friendly and supportive behaviors of students toward one another on a frequent basis.
- Teaching non-violent, non-racist, and non-sexist ideas, values and behaviors, as a core part of the daily curriculum.
- Teaching social skills, including communication, making friends, accepting feedback from others, conflict resolution, appropriate assertiveness and problem solving.
- Modeling by the teacher of positive, respectful, and supportive behavior by the teacher toward students.
- Using cooperative learning groups to include less popular, more timid children in small, positive and accepting social groups.

**VERIFIED ACTS OF BULLYING
IN THE CROMWELL PUBLIC SCHOOLS**

Bullying Behavior in the Schools

“The Principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with the above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.”

Date	Number of Verified Acts of Bullying	Administrator

Legal References:

[10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.

10-222d Policy on bullying behavior

PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parent or Legal Guardians

Connecticut General Statutes Sections 10-233a through 10-233f

[cf. 5131.8 Out of School Misconduct

cf. 0521 – Nondiscrimination

cf. 5114 – Suspension and Expulsion/Due Process

cf. 5131 – Conduct

cf. – Violent and Aggressive Behavior

cf. 5131.912 – Aggressive Behavior

cf..5131.91 – Hazing

cf. 5144 Discipline/Punishment

cf. 5145.4 Nondiscrimination

cf. Sexual Harassment

cf. 5145.51 Peer Sexual Harassment

cf. 6121 – Nondiscrimination

cf. 6121.1 – Equal Education Opportunity

Administrative Regulations.

RATIONALE: The purpose of the policy on bullying is to create a climate in which all types of bullying are regarded as unacceptable.

AIMS: The anti-bullying program within the district schools seeks to accomplish the following goals:

- To promote a safe environment free from threat, harassment and any type of bullying behavior.
- To inform staff, parents and students of the school's expectations and to foster a productive partnership which helps to maintain a bully-free environment.

DEFINITION OF BULLYING: Bullying, as defined by Connecticut statute, is "any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity which acts are repeated against the same student over time." It can also be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as, but not limited to:

1. physical violence and attacks;
2. verbal taunts, name-calling and put-downs including ethically-based verbal abuse and gender-based put-downs;
3. threats and intimidation;
4. extortion or stealing of money and possessions; and
5. exclusion from the peer group.

RESPONSE TO ALLEGED ACTS OF BULLYING:

1. Students may report bullying situations anonymously to teachers and administrators.
2. Parents/guardians may report bullying situations to teachers and administrators in writing.
3. Student and/or parent/guardian reports must be reported to the school administration.
4. **School administrators shall investigate in a timely fashion, parents' written reports and review students' anonymous reports to determine the action required.**
5. Written notice shall be provided to the parents/guardians of a child involved in a verified act of bullying. [This notice shall be simultaneous.] The notice shall describe the school's response and any consequences that may result from further acts of bullying.
6. A list shall be maintained in the Principal's office of verified bullying acts. Such list is available upon request to the public.
7. Language about bullying and the scope of the policy shall be included in all student/parent/employee handbooks. Families will be notified annually of the process to report bullying.

PARENT NOTIFICATION:

At the beginning of each school year, principals will remind students and parents of the Bullying Policy and Regulations contained in the student handbook.

Students

Alcohol, Drugs and Tobacco

Adopted: 11/18/86

Revised: 7/11/00

It is the policy of the schools to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined by the Penal Code of the State of Connecticut and *inhalable substances (including gases, solvents, and adhesives)*.

In the event that the student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the student will be suspended from school (in accordance with regulation 5131.6), referred to the appropriate treatment agency, considered for expulsion and the parents will be contacted. In cases of the illegal activity of possessing or selling drugs or alcohol, the student will be referred to the police department.

Personal privacy rights of students shall be protected as provided by law.

School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing properties are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel. (cf. 5145.12 – Search and Seizure)

The Board is also concerned that other substances, not listed as “controlled substances,” such as contained in common household items and inhalants, if purposely used inappropriately, can also have a stimulant, depressant or hallucinogenic effect on students. Inappropriate use, possession, sale or distribution of these non-controlled substances will result in disciplinary action, including but not limited to, suspension and/or expulsion. Further, grade level appropriate education pertaining to proper use of these materials and the danger of abuse shall be presented.

Smoking is prohibited by law in all school buildings and on school grounds. Disciplinary actions will be in accordance with regulations provided by the administration.

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10a-18 Programs to be offered on effects of drugs and alcohol.

10-221(d) boards of education to prescribe rules re use, sale of possession.

21a-240 Definitions, dependency producing drugs.

21a-243 Regulation re schedules of controlled substances.

Administrative Regulation

SMOKING VIOLATION FORM

(Connecticut General Statute 1-21b, as amended by Public Act 93-304)

Student: _____

Infraction Date: _____ Time: _____

Location: _____

Staff Member Reporting: _____

I, _____, a staff member at Cromwell High School, observed the following

Student _____ in violation of the school smoking policy in the

Following location at Cromwell High School, _____ on

_____ at _____.
(date) (time)

A description of the incident as follows:

I understand that this information will be forwarded to the Cromwell Police Department, and attest, by my signature, that the information listed above is accurate.

Staff Member Signature

Date

Affix signature in the presence of the police officer.

CROMWELL BOARD of EDUCATION

SMOKING POLICY 2000-2001

SMOKING AND TOBACCO USE

In conjunction with the laws of the State of Connecticut which prohibit smoking in public buildings, because the Board of Education is committed to maintaining and improving the health and well-being of all employees and students, and because medical research shows that smoking poses a significant risk to the health of the smoker and non-smoker, smoking or use of tobacco products (including chewing tobacco) is prohibited in all school buildings, school vehicles and transportation provided by the Board of Education, and on the grounds of the Cromwell Public Schools

Additionally, students may not possess cigarettes or any smoking paraphernalia on school grounds. Such items will be confiscated when found. Any student violating this policy will be subject to the following penalties.

1st Offense – One day out-of-school suspension.

2nd Offense – Two day out-of-school suspension. Any student over the age of sixteen will be issued a Superior Court enforced ticket in accordance with Connecticut State Statute. Student will also be required to participate in a smoking cessation program.*

3rd Offense – Three day out-of-school suspension. Any student, over the age of sixteen, will be issued a Superior Court enforced ticket in accordance with Connecticut State Statute. Student will also be required to participate in a smoking cessation program.*

4th Offense – Four day out-of-school suspension and one Saturday detention. Any student, over the age of sixteen, will be issued a Superior Court enforced ticket in accordance with Connecticut State Statute. Student will also be required to participate in a smoking cessation program.*

5th Offense – Five day out-of-school suspension and one Saturday detention. Any student, over the age of sixteen, will be issued a Superior Court enforced ticket in accordance with Connecticut State Statute. Student will also be required to participate in a smoking cessation program.*

6th Offense – Ten day out-of-school suspension and a recommendation that the Board of Education conduct a hearing to determine if grounds exist to expel the student from the school for up to 180 days.

****Any costs associated by enrolling in a smoking cessation program will be the responsibility of the student and their parent/guardian.***

]

CROMWELL PUBLIC SCHOOLS

BOARD OF EDUCATION POLICY - 5131.91

**STUDENTS
Hazing**

Adopted: 2/4/97
Revised: 7/11/00; 11/27/07

Hazing

Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.
- E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

Definitions

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. A case by case intervention process will be in place for addressing reported incidents of bullying against a single individual or reoccurring perpetrated bullying incidents by the same individual. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.

Reprisal

- A. The School district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Dissemination of Policy

- A. This policy shall appear in each school's parent and/or student handbook beginning 2001/2002 and in each school's staff handbook.

**CROMWELL PUBLIC SCHOOLS
BOARD OF EDUCATION POLICY STUDENTS
Suspension and Expulsion/Due Process**

Adopted: 10/28/03

Revised: 11/27/07

Students

Suspension and Expulsion/Due Process

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. **“Exclusion”** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **“Removal”** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **“In-School Suspension”** shall be defined as an exclusion from regular classroom activity for no more than five (ten days effective July 1, 2008) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.
4. **“Suspension”** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. (Effective July 1, 2008: Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension.)
5. **“Expulsion”** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
6. **“Emergency”** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. **“Days”** is defined as days when school is in session.
8. **“School-sponsored activity”** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. **“Possess”** means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. **“Deadly weapon”** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
11. **“Firearm”** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

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Students

Definitions (continued)

12. **“Vehicle”** means a “motor vehicle” as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. **“Martial arts weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.

14. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.

2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or their designee as to the name of the student and the reason for removal.

3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or their designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:

a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;

b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;

c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);

d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;

e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;

f. Deliberate refusal to obey the directions or orders of a member of the school staff;

g. Harassment and/or hazing/bullying on the basis of that person’s race, religion, ethnic background, gender or sexual orientation;

h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;

i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;

j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;

k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;

l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.

m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;

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Students

Suspension and Expulsion/Due Process

Suspension and Expulsion (continued)

- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;
- y. Unauthorized smoking.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:

- a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
- b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.

2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

- 1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

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Students

Suspension Procedure (continued)

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.

3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

*A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to five days (ten school days effective July 1, 2008) of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. .

(Effective July 1, 2008: Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension.)

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph C, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of their suspension.

3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present their version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.

4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or their parents/guardians.

5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.

2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing

Students**Suspension and Expulsion/Due Process/Expulsion Procedures (continued)**

prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.

4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:

a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.

b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;

c. The opportunity to be heard in the student's own defense;

d. The opportunity to present witnesses and evidence in the student's defense;

e. The opportunity to cross-examine adverse witnesses;

f. The opportunity to be represented by counsel at the parents'/student's own expense; and

g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;

h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or their parent or legal guardian do not speak the English language;

i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

6. The record of the hearing held in any expulsion case shall include the following:

a. All evidence received and considered by the Board of Education;

b. Questions and offers of proof, objections and ruling on such objections;

c. The decision of the Board of Education rendered after such hearing; and

d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.

7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;

b. The Board of Education shall give effect to the rules of privilege by law;

c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;

d. Documentary evidence may be received in the form of copies or excerpts;

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Students

Suspension and Expulsion/Due Process/Expulsion Procedures (continued)

- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
- h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
- 8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing to the student and their parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services.

J. Students with Disabilities

A special education student's and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving their IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination. If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from their current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school. Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

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Students

Suspension and Expulsion/Due Process/Expulsion Procedures (continued)

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of their IEP, and be provided a free appropriate public education.

3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.

4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at

a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

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Students

Suspension and Expulsion/Due Process/Expulsion Procedures (continued)

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent of Schools. Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66 and PA 07-122

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004

State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)

5141

CROMWELL PUBLIC SCHOOLS BOARD OF EDUCATION POLICY **STUDENTS** **Health Assessments and Immunizations**

Adopted: 6/12/01

Revised: 11/27/07

The Board of Education recognizes the importance of periodic health assessments according to state health regulations. To determine the health status of students, facilitate the removal of handicaps to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments. The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206.

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware of immunizations and/or health assessments that are insufficient or not up-to-date. The school nurse will maintain the immunization and health assessment records of each student enrolled. No record of any student's medical assessment may be open to the public. Legal Reference: Connecticut General Statutes

10-204 Vaccination

10-204a Required immunizations as amended by PA 96-244

10-204c Immunity from liability

10-205 Appointment of school medical advisor

10-206 Health assessments

10-206a Free health assessments

10-207 Duties of medical advisors

10-208 Exemption from examination or treatment

10-208a Physical activity of student rest cites; board to home notice

10-209 School nurses

10-212 School nurses

10-212a Administration of medicines by school personnel

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

5141.3

Administrative Regulations

Health Assessments and Immunizations

In accordance with Connecticut General Statutes 10-206, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

1. Proof of immunization shall be required prior to school entry. A 'school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enrollees and must include complete documentation of those immunizations requiring a full series. A required immunization record includes: a. For initial entry into school for kindergarten, regular and special education preschool programs:

4 doses of DTP/DtaP vaccine (Diphtheria-Pertusis-Tetanus). At least one dose is required to be administered on or after the 4th birthday for children entering school at 48 to 71 months of age. (Pertussis immunization shall not be required after a student's sixth birthday).

3 doses of polio vaccine with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)

2 doses of MMR vaccine (measles, mumps and rubella). One dose at 1 year of age or after and a second dose prior to school entry OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory.

3 doses of hepatitis B vaccine (HBV) or confirmed blood test (for any individual born January 1, 1994 or later).

1 dose of Hib (hemophilus influenza type b) is required of all school children who enter school prior to their fifth birthday or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician.

Varicella (chickenpox) Immunity

(1) All students born January 1, 1997 or later must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten.

(2) Proof of immunity includes any of the following:

*Documentation of age appropriate immunizations considered to be one dose administered on or after the student's first birthday (if the student is less than 13 years old) or two doses administered at least 30 days apart for students whose initial vaccination is at 13 years of age or older.

*Serologic evidence of past infection.

*Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had chickenpox based on family and/or medical history. (Date of chickenpox illness not required.)

(3) All student are required to show proof of immunity (see above) to varicella for entry into 7th grade.

b. For entry into seventh (7th) grade:

Proof of having received 2 doses of measles-containing vaccine.

Vision Screening

All students in grades K-9 will be screened annually using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the school nurse shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease. As necessary, special educational provisions shall be made for students with handicapping conditions.

Hearing Screening

All students will be screened annually for possible hearing impairments in grades K-9. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record of forms supplied by the Connecticut State Board of Education, and the school nurse shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of hearing or disease of the ears, with a brief statement describing such defect or disease. As necessary, special educational provisions shall be made for students with handicapping conditions.

Postural Screening

School nurses will screen all female students in grades 5 through 7 inclusive and male students in grade 8 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record of forms supplied by the Connecticut State Board of Education, and the school nurse shall cause a written notice to be given to the

parent or guardian of each pupil found to have any postural defect or problem, with a brief statement describing such defect or disease. As necessary, special educational provisions shall be made for students with handicapping conditions.

Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the school nurse.

Health records shall be maintained in accordance with Policy #5125.

All candidates for all athletic teams shall be examined annually by their private physician. No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics. If a student is injured, either in practice, a contest, or from an incident outside of school activities that requires him or her to forego either a practice session or contest, that student will not be permitted to return to athletic activity until cleared by their physician and/or athletic trainer.

Schools shall maintain files of emergency contact information for each pupil. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the pupil's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital.

Legal Reference: Connecticut General Statutes

10-204 Vaccination

10-204a Required immunizations as amended by PA 96-244

10-204c Immunity from liability

10-205 Appointment of school medical advisor

10-206 Health assessments

10-206a Free health assessments

10-207 Duties of medical advisors

10-208 Exemption from examination or treatment

10-208a Physical activity of student rest cites; board to home notice

10-209 School nurses

10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

6142.101

CROMWELL PUBLIC SCHOOLS

(1 of 4)

BOARD OF EDUCATION POLICY

INSTRUCTION

Student Nutrition & Physical Activity (Student Wellness)

Adopted: 6/13/06 Revised: 5/18/10

Purpose and Goal

The Board recognizes that overweight children are at a higher risk for developing severe long-term health problems, and can be affected by discrimination, psychological stress, and low self-esteem. Research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical program significantly reduces the risk of obesity and some cancers, diabetes and other chronic diseases.

The links between nutrition and physical activity and learning are also well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is linked to reduced risk for mortality and reduced development of many chronic diseases as adults. Cromwell Public Schools will establish and maintain an environment that encourages lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits and their achievement. Research studies over the past decade have consistently concluded that children who are physically active learn better. The Board is committed to promoting policies that support a learning environment conducive to healthy lifestyles and that ensure school practices consistently support student health and learning from prekindergarten through Grade 12. Key components include: teaching nutrition as part of comprehensive school health education; providing quality physical education and opportunities for physical activity; creating an environment that consistently supports healthy eating and physical activity practices; and supporting and engaging families in promoting healthy habits.

Cromwell Public Schools want students to possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. Cromwell Public Schools will make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration individual differences and cultural norms.

The components of the administrative regulations will address the following areas of wellness:

1. District Wellness Team and District Wellness Plan; Implementation and Evaluation.
2. Nutrition and Quality School Meals
3. Physical Activity
4. Other Healthy Food Options
5. Pleasant Eating Environment
6. Nutrition Education
7. Marketing

ADMINISTRATIVE REGULATIONS:

Component 1: District Wellness Team and District Wellness Plan; Implementation and Evaluation.

- A. The Superintendent of Schools shall establish and maintain a District Wellness Team which shall include the Assistant Superintendent of Curriculum and others selected by the Superintendent.
- B. The District Wellness Team shall be responsible for developing and implementing a district wellness plan to implement the goals and objectives of this Policy, including without limitation, the specific components set forth in these Administrative Regulations. The plan will be reviewed by the District Wellness Team annually and revised as needed. The District Wellness Team shall present the plan, including any revisions, to the Board annually.
- C. The District Wellness Team and/or the Assistant Superintendent of Curriculum may utilize a variety of data gathering tools; inclusive of surveys, to monitor overall effectiveness of the plan and to strengthen plan implementation.

Component 2: Nutrition and Quality School Meals

- A. School menus will meet the nutrition standards established by the CT State Department of Education, Team Nutrition and USDA Nutrition Standards. Menus will conform to good menu planning principles and feature a variety of healthy choices that are tasty, attractive, of excellent quality and are served at the proper temperatures.
- B. Food safety will be a key part of the school food service operation. A plan will be established for food allergies to ensure tables are cleaned between each lunch wave with their own cleaning solution.
- C. All employees are required to participate in the sanitation and food safety course, pass the test, and become certified as a Qualified Food Operator by the State of Connecticut. All new employees must become certified within the later of: (i) one year of their hire date, or (ii) one year of the date this revision to Policy 6142.101 is adopted by the Board.

Component 3: Physical Activity

District Wellness Team will review the school schedules and encourage physical activity options. Physical activity options include but are not limited to recess, a walk and free activity in the gym/class during inclement weather. For all students through and including fifth grade, recess will be provided on a daily basis.

Component 4: Other Healthy Food Options

The Wellness Team will develop recommendations for food and beverages offered through fundraising or at school/classroom parties, celebrations, social events, and other school functions, including concession stands at sporting and academic events. Attachment A provides a list of foods to consider in plan development.

- A. All food and beverages regularly available to students anywhere at each school will follow nutritional guidelines in component #2, including student rewards.
- B. The District Wellness Team will develop recommendations for snacks in class and water bottles.
- C. Each school will provide nutritional information to parents regularly throughout the year.

Component 5: Pleasant Eating Environment

- A. Facility design will be given priority in renovations and new construction.
- B. Water fountains will be available for students at meals and throughout the day.
- C. School personnel will encourage students to wash their hands before eating.
- D. A minimum 20-minute student lunch period will be scheduled daily.
- E. Schools will encourage socializing among students, and between students and adults. Adults will supervise cafeterias and model and reinforce proper conduct and voice level.

Component 6: Nutrition Education

- A. Cromwell Public Schools will follow health education curriculum standards and guidelines established by the State Department of Education.
- B. Students in pre-kindergarten through grade 12 will receive nutrition education that teaches skills to adopt healthy eating behaviors. Teachers will integrate nutrition education into curriculum such as math, science, social studies, and language arts, where applicable.
- C. Healthy nutrition will be encouraged in the school cafeteria and in the classroom through coordination between school foodservice staff and teachers.
- D. Cromwell Public Schools will participate in USDA nutrition programs and conduct nutrition education activities and promotions that involve students, parents, and the community.
- E. Food guidelines to determine healthier snack choices will be sent out to families and made available on the school web pages for access throughout the year.

Component 7: Marketing

- A. School personnel will provide students with positive, motivating messages supporting healthy eating and physical activity throughout the school setting.
- B. Schools will establish a healthy school nutrition environment and promote healthy food choices.
- C. Through a multimedia approach, healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community.

Component 7: Implementation and Evaluation

Attachment A

Foods and Beverages to consider in developing school plans

Healthy food choice options should be available to students. Some suggestions are listed below.

Foods to Consume

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit and 100% fruit juices
- Frozen fruit juice pops
- Dried fruits (raisins, banana chips, etc.)
- Low-fat meats and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)
- Low-sodium crackers
- Baked corn chips & fat-free potato chips with salsa and low-fat dips (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, and cookies
- Angel food and sponge cakes
- Flavored yogurt & fruit parfaits
- Jell-o and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat skim milk products
- Pure ice cold water
- Non food items as learning incentives

Foods to Avoid

- Carbonated and caffeinated beverages
- High sugar content candies and desserts
- High fat foods
- High sodium foods

Always Consider

- Students and adults who are on special diets and their consumption of sugar, fat, sodium, is either restricted or essential. **Parents and faculty are reminded that many students have severe food allergies and every effort should be made to avoid these foods.**

Legal Reference: Connecticut General Statutes

- 10-16b Prescribed courses of study.
- 10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
- 10-221 Boards of education to prescribe rules, policies and procedures.
- 10-215a Non-public school participation in feeding program.
- 10-215b Duties of state board of education re feeding programs.
- 10-216 Payment of expenses.
- 10-215b-1 State board of education regulation – Competitive foods
- 10-221o Lunch periods. Recess
- 10-221p Boards to make available for purchase nutritious, low-fat foods.
- National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol.45, Nov.20, Tuesday, January 29, 1980, pp. 6758-6772)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

GENERAL POLICIES - 0521

Non-Discrimination

Adopted: 4/24/79

Revised: 4/15/08

The Board of Education supports and adopts Section 504 – The Rehabilitation Act of 1973 and its revisions. No otherwise qualified disabled individual shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

In addition, the Board will take initial and continuing steps to notify participants, students and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements that it does not discriminate on the basis of disability.

The Board, through the Superintendent of Schools, shall act as the coordinator of said Act. Accordingly, the Superintendent, acting as the agent of the Board, will take whatever steps are necessary in the implementation of said Act, and in particular, provide for the prompt and equitable resolution of complaints alleging violations of Section 504.

Legal Reference:

- Connecticut General Statutes
- 10-153 Discrimination on account of marital status
- 46a-60 Discriminatory employment practices prohibited,
- Title VII of the Civil Rights Act 1964
- Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20
- U.S.C. 706(7)(b)
- American Disability Act of 1989
- Chalk v. The United States District of Court of Central California*
- Title IX of the Education Amendments of 1972
- Civil Rights Act of 1987

1411

BOARD OF EDUCATION POLICY

COMMUNITY RELATIONS

Relations with Law Enforcement Agencies

Notification of a Student's Arrest

Adopted: 6/10/97

Revised: 9/14/99; 4/15/08

Pursuant to the requirements of Connecticut General Statutes 10-233h as amended by Public Act 94-221, 95-304 and 97-149, whenever the superintendent receives oral or written notification from the local police department or state police that a student was arrested, for a Class A misdemeanor, a felony, or selling, carrying, or brandishing a facsimile firearm he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with C.G.S. Section 46b-124. The superintendent may disclose such information when reported during the school year to the principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the person, other student school employees or property and effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under sixteen years of age shall be confidential in accordance with C.G.S. 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

(Policy No. 5145.111 Students/Probation/Police/Courts)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233s re: student suspension, expulsion.

10-233g(b) Board to report school violence.

10-233h Arrested students. Reports by police to the superintendent, disclosure, Confidentiality.

17a-101 Protection of children from abuse.

17a-102 Report of danger of abuse.

46b-124 Confidentiality of records of juvenile matters. Exception,

53a-185 Loitering in or about school grounds: Class C Misdemeanor

53-206c Sale, carrying and brandishing of facsimile firearms prohibited. Class B misdemeanor.

New Jersey v. T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.Ct 733.

1212

CROMWELL PUBLIC SCHOOLS
BOARD OF EDUCATION
COMMUNITY RELATIONS
School Volunteers

Adopted: 3/11/97
Revised:

The board of education recognizes that volunteers can make many valuable contributions to our schools. The Board endorses a program encouraging community residents to take an active role in improving schools and to become school volunteers in schools subject to suitable regulations and safeguards. Appropriate recognition of volunteer services shall be made by the Board and school district administration.

Annually, principals shall submit a list of all regular volunteers in the district (chaperones on field trips, aides, library and classroom volunteer assistance, grandparents, assistance at athletic events, field days, etc.) to the Superintendent of Schools.

Legal Reference:

Connecticut General Statutes

- 10-4g Programs to encourage participation in the educational process
- 10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.
- P.A. 97-290 An Act Enhancing Educational Choices and Opportunities
- P.A. 98-111 An Act Concerning The Registration of Sexual Offenders

1180

CROMWELL PUBLIC SCHOOLS
BOARD OF EDUCATION POLICY
COMMUNITY RELATIONS
Memorials for Deceased Students or Staff

Adopted: 4/15/08
Revised:

The Board of Education recognizes that individuals or groups may wish to make contributions to the District to establish memorials. The District is appreciative of such offers. All memorials must be approved and accepted by the Board of Education.

The Board will consider requests from school and community groups to name a portion of a building or a specific area for a deceased person, provided the proposed name has special significance and/or the person has made an outstanding contribution to the school or the school system. The Board will consider the request after its approval by the administration.

The individual or group making the request, must agree to provide appropriate recognition, such as a plaque, portrait, or marker for the school, as approved by the Superintendent.

School Volunteers – 1212

Securing and Screening Volunteers

The building principal or their designee directs the use of volunteers within the school. Specifically, the principal or designee directs volunteer recruitment, screening, placement, and training within the following perimeters:

1. **Qualifications**. Volunteers may come from all backgrounds and all age groups. The main qualification for a volunteer is that he or she has a desire to give his or her time and talent in order to enrich student learning opportunities and the school community generally.
2. **Persons Not Allowed to Serve as Volunteers**. No person who is a “registered sex offender,” may serve as a volunteer. Every time a new list of registered sex offenders is received, the building principal or their designee shall review it for any person’s name who has submitted a volunteer information form during that school year. Whenever someone submits a new volunteer information form, the building principal or designee shall review the sex offender list. The building principal may request a volunteer submit to a criminal background investigation if the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent.
3. **Recruitment**. School personnel may recruit volunteers through the following resources: parent(s)/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the principal, recruits a volunteer, the staff member must provide the volunteer’s name and address to the principal.
4. **Role**: Volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Volunteers do not have access to confidential student school records.
5. **Selection, Placement, and Supervision**. Volunteer selection and placement shall be on the basis of the volunteer’s qualification and availability and the school’s needs. A volunteer will be assigned to a staff member only with the staff member’s consent. The relationship between a volunteer and staff member should be one of mutual respect and confidence.
6. **Screenings**. Screening volunteers is critical because of the vulnerability of the population the school district serves. Each volunteer must register in the school’s main office at the beginning of each visit and wear a name tag while in the building. Unless he or she has already done so during the current academic year, the volunteer must complete an information form and waiver. Absent an indication on the form that the volunteer may not qualify, e.g. the volunteer is a convicted felon, the volunteer may proceed to the assigned activity.

(A criminal background check on volunteers is not required by law. If the Board policy prohibits any convicted felon from being a school volunteer, these administrative procedures should do likewise.)

A request to volunteer or to continue volunteering will be denied if the volunteer behaves in any manner that demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: swearing, failing to be dependable, failing to follow the supervisor’s instructions, and committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule.

5131.8

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**CROMWELL PUBLIC SCHOOLS
STUDENTS**

Electronic Devices

Adopted: June 11, 1996

Revised: March 14, 2000; May 18,
2010

Except for the **Prohibited Electronic Devices** (as defined below), students may possess any electronic devices, including cellular or mobile telephones, computers with modems, laptops, personal digital assistants, radios, walkie-talkies, walkman, MP3 players, CD players, their accessories (e.g. ear phones/buds) or other similar electronic devices ("Permitted Electronic Devices") but may only use such **Permitted Electronic Devices** pursuant to the following restrictions.

1. During class time, **Permitted Electronic Devices** must be turned off so that they are incapable of being used without the expressed written permission of the principal of the principal's designee or unless it is required or allowed by a teacher for a class assignment or project.
2. Except where noted in #1, during class time, **Permitted Electronic Devices** must be stored out of sight in lockers, back-packs, bags, purses or pockets. **Permitted Electronic Devices** that are not stored out of sight during class time are subject to confiscation, unless specific permission for the use has been given by the classroom teacher, principal or the principal's designee.
3. Except as otherwise prohibited by this policy, students may use **Permitted Electronic Devices** on school grounds or at school-sponsored activities off school grounds except when there is a reasonable expectation of quiet attentiveness, when use of the device would cause any disruption, compromise law, order and safety, or when so directed by the school administrator, staff member or sponsor.

Possession of **Permitted Electronic Devices** by students is a privilege that may be forfeited by any student who fails to abide by this policy, or otherwise misuses this privilege. Failure to abide by this policy or other misuse of this privilege shall result in confiscation of the **Permitted Electronic Device** and may result in further disciplinary action. To the extent a **Permitted Electronic Device** or **Prohibited Electronic Device** is confiscated and a principal or principal's designee attempt to turn on such Device in accordance with the regulations implementing this policy to examine the contents of such device and such device has been locked or is otherwise password protected, the principal or principal's designee will request and the student is required to either (i) unlock or enter the password for such **Permitted Electronic Device** or **Prohibited Electronic Device**, or (ii) provide the principal or principal's designee with the information necessary to unlock such device.

The student who possesses a **Permitted Electronic Device** is responsible for its care. The Board is not responsible for preventing theft, loss, damage, or vandalism to electronic device brought onto its property. In addition, school staff may confiscate an electronic device brought to school or to a school sponsored activity based on a reasonable belief the student has used the device in a manner that violates this policy, any other school policy or state or federal law.

Students are prohibited from bringing the following electronic devices ("**Prohibited Electronic Devices**") to school or a school sponsored activity without the prior written consent of the principal or the principal's designee: paging devices/beepers, portable police scanning devices and portable games or toys. To the extent and for as long as a student has received the prior written consent of the principal or principal's designee to use a **Prohibited**

Policy 5131.8

(2 of 4)

Electronic Device, such device shall be considered to be a **Permitted Electronic Device** for purposes of this policy, until such consent expires or has been revoked or withdrawn.

The Administration shall establish regulations and procedures to implement this policy.

Non-School Sponsored Publications and Web Sites Accessed or Distributed at School

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to, materials that is libelous, invades the privacy of others, or infringes on a copyright;
3. Material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent or vulgar language or is otherwise socially inappropriate or inappropriate due to the maturity level of the students; or
4. Is primarily intended for the mediate solicitation of funds.

Accessing or distributing "at school" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden materials, or (2) for writing, creating or publishing such material intending for it to be accessed or distributed at school. Students found to be using any **Permitted Electronic Device** or a **Prohibited Electronic Device** in violation of these rules and regulations shall be subject to the disciplinary action. Where appropriate, police authorities may be contacted.

Legal Reference:

Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

PA 99-256 An Act Concerning AAC Laser Pointers

Acknowledgement: Policy from Manchester Public Schools

ADMINISTRATIVE REGULATIONS

Definitions

1. **Permitted Electronic Device** means any electronic device other than a Prohibited Electronic Device (as defined below), including: cellular or mobile telephones, computers with modems, laptops, personal digital assistants, radios, walkie-talkies, walkman, MP3 players, CD players, their accessories (e.g. ear phone/buds) or other similar electronic devices.
2. **Prohibited Electronic Devices** means paging devices/beepers, portable police scanning devices, and portable games or toys.
3. **Turned off** means the **Permitted Electronic Device's** power is off so that it is incapable of being used. It is not sufficient for the device to be placed on vibrate or silent mode.
4. **Out of sight** means that both the **Permitted Electronic Device** and its carrying/storage case are not visible to others.
5. **School-sponsored activity** means any activity sponsored recognized or authorized by the Board and includes activities conducted on or off school property.

Electronic Device

6. **Class time** means from the time class time begins until the time class time ends for the school in question, including bus transportation to and from school.

Student Use of Permitted Electronic Devices

1. Students may possess **Permitted Electronic Devices** in school, on school property, and at school-sponsored activities but may only use devices pursuant to the following restrictions:
During class time, **Permitted Electronic Devices** must be turned off so that they are incapable of being used.
During class time, **Permitted Electronic Devices** must be stored out of sight in lockers, back-packs, bags, purses or pockets. Permitted Electronic Devices that are not stored during class time are subject to confiscation, unless specific permission for use has been given by the principal or the principal's designee. An IEP or Section 504 accommodation plan that permits use of such items shall constitute administrative approval.
Before or after class time and on days when school is not in session, students may use **Permitted Electronic Devices** on school grounds or at school-sponsored activities off school grounds except when there is a reasonable expectation of quiet attentiveness, when use of the device would cause any disruption or when directed by the school administrator, staff member or sponsor to discontinue use of the Permitted Electronic Device.
2. Students may use designated school phones to contact parents/guardians during class time. Parents/guardians are advised that the best way to get in touch with their child during class time is to call the school office.
3. The use of **Permitted Electronic Devices** that contain cameras is prohibited, at all times, in locker rooms, bathrooms and/or location in which images may violate privacy.
4. Students may not use **Permitted Electronic Devices** on school property or at a **school-sponsored activity** to access and/or view Internet websites that are otherwise blocked to students at school or take part in any activity prohibited by the district's Technology Acceptable Use Policy.
5. Students shall not possess or use **Prohibited Electronic Devices** in school, on school property, or at school-related functions unless the student obtains prior approval from the principal or the principal's designee after providing proof such a device is necessary for health emergency purposes.
6. The student who possesses a **Permitted Electronic Device** is responsible for its care. The Board is not responsible for preventing theft, loss, damage, or vandalism to Permitted Electronic Devices brought onto its property.
7. Possession of **Permitted Electronic Devices** by students is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Failure to abide by the terms of this policy or otherwise engage in misuse of this privilege shall result in confiscation of the Permitted Electronic Device and may result in further disciplinary action.
8. **Permitted Electronic Devices** shall not be used in a manner that disrupts the educational environment, including sending or receiving personal messages, data, or information that would contribute to or constitute cheating on tests or examinations; violate the confidentiality or privacy rights of another individual; constitute bullying, or otherwise violate student conduct rules. In such cases, disciplinary action may be taken.
9. The requirement that **Permitted Electronic Devices** must be turned off will not apply in the following circumstances:
The student has a documented special medical circumstance (e.g., an ill family member, or their own special medical condition) and has received prior permission from the principal or the principal's designee.
The student is using the **Permitted Electronic Device** during an emergency situation involving the immediate health/safety of themselves or other individual(s).

Confiscation of Permitted Electronic Devices

1. If a Permitted Electronic Device is visible during class time or if a student is found to be using a Permitted Electronic Device in violation of district rules or if a student is found to be using or possessing a Prohibited Electronic Device, the staff member will ask the student to turn off the device and hand it to them. Students who do not comply will be immediately escorted to office for disciplinary action.

2. If a staff member has reasonable grounds to believe a student has a non-visible Permitted Electronic Device on their person or in their effects that is powered-on in violation of this policy or a Prohibited Electronic Device on their person or in their effects, the staff member will ask the student to turn off the device and hand it to them. Students who do not comply will be immediately escorted to the office for disciplinary action. For purposes of this policy and regulation, “reasonable grounds” shall mean grounds based upon specific and articulable facts, circumstances, and inferences under which a person of ordinary and prudent judgment could reasonably believe that a student is or is about to be engaged in an activity prohibited by this policy and regulation. A combination of particular facts, even if each is individually innocuous, can form the basis for “reasonable grounds.”

3. The staff member who confiscates the Permitted Electronic Device or Prohibited Electronic Device will not turn it on or view its contents.

4. The principal or the principal’s designee may turn on and examine the contents of the Permitted Electronic Device or the Prohibited Electronic Device only under the following conditions:

The principal or the principal’s designee first determines there are reasonable grounds to suspect that such an examination will reveal evidence that the student has violated or is violating either the law or the rules of the school.

The principal or the principal’s designee will document the relevant contents of the Permitted Electronic Device only if the examination reveals evidence the student has violated or is violating either the law or the rules of the school.

Unless such disclosure is prohibited by applicable law, the principal or the principal’s designee will notify the student that such Permitted Electronic Device or Prohibited Electronic Device has been turned on for examination in accordance with these regulations. To the extent such Permitted Electronic Device or Prohibited Electronic Device has been locked or is otherwise password protected, the principal or principal’s designee will require the student to either (i) unlock or enter the password for such Permitted Electronic or Prohibited Electronic Device, or (ii) provide the principal or principal designee with the information necessary to unlock such device.

5. The principal or the principal’s designee may refer the matter and turn the Permitted Electronic Device or Prohibited Electronic Device over to law enforcement if the principal or principal’s designee has reasonable grounds to believe that either (i) the device provides evidence of illegal activity or (ii) if the matter otherwise warrants the involvement of law enforcement.

6. The student will be sent to the principal or the principal’s designee, who will notify the student of the disciplinary consequences for violating school rules concerning Permitted Electronic Devices or Prohibited Electronic Devices.

SAMPLE PURPOSE ONLY
ACCEPTABLE USE AGREEMENT

CPS Information and Communication Technologies
Acceptable Use Agreement

ICT users are permitted to use the district's ICT resources for *legitimate educational* purposes. Personal use of *district* ICT resources is prohibited. In addition, if a particular behavior or activity is generally prohibited by law, by Board policy or by school rules or regulations, use of ICT resources for the purpose of carrying out such behavior or activity is prohibited.

By signing below, ICT users (and, for students, their parent/guardian) agree to always adhere to the following standards and expectations for conduct:

- 1) Behave ethically and responsibly when using ICT resources
 - a. Refrain from utilizing proxy gateways, or similar technologies, to bypass the ICT monitoring and filtering.
 - b. Handle ICT resources and equipment with care. Refrain from deleting, destroying, modifying, abusing, or moving resources without permission or accessing unauthorized ICT resources.
 - c. Do not breach or disable network security mechanisms or compromise network stability or security in any way nor download or modify computer software in violation of the district's licensure agreement(s) and/or without authorization from the ICT Department.

- 2) Use ICT resources, transmit communications or access information only for legitimate, educationally relevant purposes and to access educationally appropriate content.
 - a. Refrain from sending any form of communication that breaches the district's confidentiality requirements, or the confidentiality of students.
 - b. Refrain from sending any form of communication that harasses, threatens or is discriminatory.
 - c. Refrain from accessing any material that is obscene, harmful to minors or prohibited by law.
 - d. Refrain from using social network tools for personal use.

- 3) Respect the privacy of others and treat information created by others as the private property of the creator.
 - a. Maintain confidentiality of your username and password by not sharing it with others and not using another person's username and password.
 - b. Maintain the integrity of files and data by not trespassing, modifying, copying or deleting files of other users without their consent.
 - c. Protect the confidentiality and safety of others when sharing work and images.
 - d. Share, post and publish only within the context of the district *Publishing Guidelines* (see attached).
 - e. Respect copyright and fair use laws; these policies and procedures apply in digital contexts, as well. Plagiarism is prohibited.

I have read, understand, and agree to abide by the terms of the Acceptable Use Policy Guidelines, Board Policy #5147 Use of Internet, Board Regulation #5147 Use of Internet, and Board Policy #5131.8 Electronic Devices. Should I commit any violation or in any way misuse my access to the school district's information and communication technologies resources, I understand that my access privilege may be revoked and disciplinary action may be taken against me.

User's Name (print): _____

User's Signature: _____ Date: _____

Circle One: Staff Student School/Location: _____ School Year: _____

For students – Parent/Guardian Signature: _____

Policy 5144(a)
Students
Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion to provide a safe environment for students.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury, or an exclusionary time out.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of their duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.

Seclusion means the involuntary confinement of a student in a room, from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.

Policy 5144(b)
Students
Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out Definitions (continued)

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student under any circumstance.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or their designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
 - b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restrained shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
 - c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.
 - d. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time.

Policy 5144(c)
Students
Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
- a. An administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. The Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:
- a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.

Policy 5144(d)
Students
Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)

- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.

- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
 - a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.

- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Policy 5144(e)
Students
Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year commencing July 1, 2017 and each school year thereafter, and shall include, but not be limited to:

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. *(Such overview is to be provided by the Department of Education commencing July 1, 2017 and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)*
2. The creation of a plan by which the Board will provide training regarding the prevention of incidents requiring physical restraint or seclusion of students.

Such plan is to be implemented not later than July 1, 2018.
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3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Verbal defusing and de-escalation;
 - b. Prevention strategies;
 - c. Various types of physical restraint and seclusion;
 - d. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - e. The differences between permissible physical restraint and pain compliance techniques; and
 - f. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.
 - g. Recording and reporting procedures on the use of physical restraint and seclusion.

Crisis Intervention Teams

For the school year commencing July 1, 2017 and each school year thereafter, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Policy 5144(f)

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out (continued)

Exclusionary Time Out

Not later than January 1, 2019, the Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy. This policy regarding exclusionary time outs includes, but need not be limited to, the following requirements:

1. exclusionary time outs are not to be used as a form of discipline;
2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
4. the exclusionary time out period terminate as soon as possible; and
5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

Physical Restraint/Seclusion/Exclusionary Time Out Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual.

The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

(cf. 4148/4248 – Employee Protection)

(cf. 5141.23 – Students with Special Health Care Needs) (cf. 5144.2 – Use of Exclusionary Time Out Settings)

Legal Reference: Connecticut General Statutes

10-76b State supervision of special education programs and services. 10-76d Duties and powers of boards of education to provide special education programs and services.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)

46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88) 53a-18 Use of reasonable physical force or deadly physical force generally. 53a-19 Use of physical force in defense of person. 53a-20 Use of physical force in defense of premises. 53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b- 11.

Policy adopted: December 11, 2018

CROMWELL PUBLIC SCHOOLS Cromwell, Connecticut

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

The following sets forth Connecticut law related to the physical restraint and seclusion of persons at risk, which can be found in Public Act 07-157, amending Connecticut General Statutes Sections 46a-150 through 46a-153, 10-76b, and 10-76d and Public Act 15-141. The Cromwell Board of Education mandates compliance with these laws at all times.

I. The following definitions apply to these procedures:

- **Life-threatening physical restraint** means any physical restraint or hold of a person that (restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- **Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- **School employee** means a teacher, substitute teacher, school administrator, superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the board of education or working in a public elementary, middle or high school; or any other individual who, in the performance of their duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.
- **Student** means a child
 - (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education,
 - (B) receiving special education and related services in an institution or facility operating under contract with a local or regional board of education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.
- **Provider:** A person who provides direct care, or supervision of a person at risk.
- **Assistant Provider or Assistant:** A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider or supervision of a person at risk.
- **Person at Risk:** A person receiving care or supervision in an institution or facility operated by, licensed or authorized to operate by or operating pursuant to a contract with the Departments of Public Health, Developmental Services, Children and Families or Mental Health Addiction Services.
- **Life Threatening Physical Restraint:** Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.
- **Physical Restraint:** Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to carrying or forcibly moving a person from one location to another. **The term does not include:** (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; (E) helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan and is the least restrictive means available to prevent such self-injury or an exclusionary time out.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

Definitions (continued)

- **Seclusion:** The involuntary confinement of a person in a room from which the person is physically prevented from leaving. Seclusion does not include an exclusionary time out.
- **Exclusionary Time Out:** The temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

II. Procedures for Physical Restraint of Persons at Risk

No school employee, provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.

No school employee, provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.

Physical restraint of a student or person at risk shall never be used as a disciplinary measure or as a convenience.

School employees, providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

School employees, providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

Monitoring

A school employee, provider or an assistant must continually monitor any student or person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

A school employee, provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The school employee, provider or assistant must record each evaluation in the educational record of the person being restrained.

Documentation and Communication

A school employee or provider must notify the parent or guardian of a student or person at risk of each incident that the person at risk is physically restrained.

The School Administrator/Director of Special Education must be notified of the following:

- a. each use of physical restraint;
- b. the nature of the emergency that necessitated its use; AND
- c. if the physical restraint resulted in physical injury;

After a physical restraint occurs, the following information must be documented in the educational file of the student who was physically restrained:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the restraint;
- c. the duration of the restraint; AND
- d. the effect of the restraint on the person's established behavioral support or educational plan.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

III. Procedures for Seclusion of a Student

No school employee shall use involuntary seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.

Seclusion of a student shall never be used as a disciplinary measure or as a convenience.

Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973.

School employees, providers and assistants must explore all less restrictive alternatives prior to using seclusion. An Individualized Education Program Team ("IEP Team") may not incorporate the use of seclusion into a child's IEP.

School employees, providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion.

Monitoring

A school employee, provider or an assistant must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by direct observation of the student.

A school employee, provider or an assistant must regularly evaluate the person in seclusion for signs of physical distress. The school employee, provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

Documentation and Communication

A school employee, provider must notify the parent or guardian of a student of each incident that the student is placed in seclusion.

The Principal/Director of Special Education must be notified of the following:

- a. each use of seclusion on a student;
- b. the nature of the emergency that necessitated its use;
- c. if the seclusion resulted in physical injury to the student; and

After seclusion occurs, the following information must be documented in the educational file of the student who was placed in seclusion:

- a. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
- b. a detailed description of the nature of the seclusion;
- c. the duration of the seclusion; AND
- d. the effect of the seclusion on the person's established behavioral support or educational plan.

RESTRAINT AND SECLUSION LAWS IN CONNECTICUT

IV. Exclusionary Time Out

Not later than January 1, 2019, the Board establishes the following requirements regarding exclusionary time outs, which include, but need not be limited to the following:

1. exclusionary time outs are not to be used as a form of discipline;
2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
4. the exclusionary time out period terminate as soon as possible; and
5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

V. Responsibilities of the Superintendent/Director of Special Education

The Superintendent/Director of Special Education, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District and the nature of each instance of physical restraint and seclusion.

The Superintendent/Director of Special Education, or his or her designee, shall report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.

The Director of Special Education, or his or her designee, must, at each initial IEP Team meeting for a child, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

VI. Responsibilities of the Connecticut State Board of Education

The State Board of Education shall review the annual compilation of each local and regional board of education and shall produce an annual summary report identifying the frequency of use of physical restraint or seclusion on students and specifying whether the use of such seclusion was in accordance with an individualized education program (IEP) or whether the use of such physical restraint or such seclusion was an emergency. Such report shall be submitted on an annual basis as specified by the Department of Education.

The State Board of Education and the Commissioner receiving a report of serious injury or death resulting from a physical restraint or seclusion shall report the incident to the Director of the Office of Protection and Advocacy for Persons with Disabilities and, if appropriate, the Child Advocate of the Office of the Child Advocate.

The State Board of Education may regulate the use of physical restraint and seclusion of special education students in the public schools.

The State Board of Education shall adopt regulations concerning the use of physical restraint and seclusion in public schools.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

The Board of Education (Board) seeks to foster a safe and positive learning environment for all students. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student by trained school employees may be necessary in an emergency situation to maintain the safety of the student, where harm to the student or others is immediate or imminent.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of students in the Cromwell Public Schools. The Board/Superintendent mandates compliance with this regulation and the law at all times. Violations of this regulation by a school employee or other individual working at the direction of, or under the supervision of the Board may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes §10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes §53a-18(6).

I. Definitions

- A. **Life-threatening physical restraint** means any physical restraint or hold of a person that (restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.
- B. **Psychopharmacologic agent** means any medication that affects the central nervous system, influencing thinking, emotion or behavior.
- C. **Physical restraint** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary time out.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

I. Definitions (continued)

- D. **School employee** means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of their duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the Board of Education.
- E. **Seclusion** means the involuntary confinement of a student in a room from which the student is physically prevented from leaving. Seclusion does not include an exclusionary time out.
- F. **Student** means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but does not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services. A special education student, ages 18 to 21 inclusive, in a transition program is also covered by these regulations.
- G. **Behavior Intervention:** Supports and other strategies developed by the Planning and Placement Team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.
- H. **Exclusionary Time Out:** A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

II. Procedures for Physical Restraint of Students

- A. No school employee shall under any circumstance use a life-threatening physical restraint on a student.
- B. No school employee shall use involuntary physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others.
- C. No school employee shall use physical restraint on a student unless the school employee has received training in accordance with state law and District training plans.
- D. Physical restraint of a student shall never be used as a disciplinary measure, as a convenience, or instead of a less restrictive alternative.
- E. School employees must explore all less restrictive alternatives prior to using physical restraint on a student.
- F. School employees are barred from placing a student in physical restraint until he or she has received training in its proper use.
- G. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

II. Procedures for Physical Restraint of Students (continued)

H. Monitoring

- a. A trained school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by direct observation of the student, or by video provided the video monitoring occurs close enough for the monitor to provide assistance, if needed.
- b. A trained school employee must regularly evaluate the person being restrained for signs of physical distress. The school employee must record each evaluation in the educational record of the student being restrained.

III. Procedures for Seclusion of Students

A. No school employee shall use involuntary seclusion on a student except as follows:

1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or
2. as specifically provided for in a student's behavioral plan, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the student have been implemented but were ineffective.

B. Use of Seclusion

1. A school employee may not use seclusion to discipline a student, because it is convenient or instead of a less restrictive alternative.
2. The area in which the student is secluded must have a window or other fixture allowing the student to clearly see beyond the seclusion area.
3. Any room used for seclusion must:
 - a. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;
 - b. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;
 - c. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;
 - d. be free of any object that poses a danger to the student who is being placed in the seclusion room;
 - e. conform by applicable building code requirement and have a door with a lock if that lock is equipped with a device that automatically disengages the lock in case of an emergency. Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the student from leaving the room, shall be able to be removed in the case of any emergency. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency

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and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An "emergency," for purposes of this subsection, includes but is not limited to the following:

- i. the need to provide direct and immediate medical attention to the student;
 - ii. fire;
 - iii. the need to remove the student to a safe location during a building lockdown; or
 - iv. other critical situations that may require immediate removal of the student from seclusion to a safe location; and
- f. Have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room.
- g. The monitoring of students in seclusion is to be done by direct observation from another room or by video, provided the video monitoring occurs close enough for the monitor to provide aid if needed.
- h. Seclusion shall not be utilized as a planned intervention in a student's behavioral intervention plan, individualized education program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as periodically amended.
- i. Any period of seclusion (1) shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment and
 - (2) shall not exceed 15 minutes, except that this may be extended for additional periods of up to 30 minutes each, if the Principal or their designee, school health or mental health professional, or board certified behavioral analyst trained in the use of restraint and seclusion determines that continued restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Such authorization is to be placed in writing. Where transportation of the student is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.
- j. School employees, must explore all less restrictive alternatives prior to using seclusion for a student as an emergency intervention.
- k. School employees must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for students.
- l. School employees are barred from placing a student in seclusion until he/she has received training in its proper use in accordance with state law and/or District- training plans.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

III. Procedures for Exclusionary Time Out for Students

- a. Exclusionary time outs are not to be used as a form of discipline.
- b. At least one school employee shall remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out.
- c. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior.
- d. The exclusionary time out period must terminate as soon as possible.
- e. If the student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies

IV. Required Meetings

A. Students not Eligible for Special Education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:
 - a. conduct or revise a behavioral assessment of the student;
 - b. create or revise any applicable behavior intervention plan; and
 - c. determine whether such student may require a referral for consideration for special education.
2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students Eligible for Special Education (and students being evaluated for eligibility for special education)

In the event that physical restraint or seclusion is used on a student four (4) or more times within twenty (20) school days, the student's PPT shall convene to:

1. conduct or revise a functional behavioral assessment ("FBA");
 2. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and
 3. review or revise the student's IEP, as appropriate.
- C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

Students

Use of Physical Force

V. Use of Psychopharmacologic Agent

- A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:
 - 1. As an emergency intervention to prevent immediate or imminent injury to the student or to others; or
 - 2. As an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.
- B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy. (5141.21)

VI. Training of School Employees

The Board will provide training to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school paraprofessional and other school employees designated by the school principal and who has direct contact with students. The training shall be provided during the school year commencing July 1, 2017 and annually thereafter.

The training will include, but not be limited to:

- a. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be in a manner and form as prescribed by the State Department of Education.
- b. The creation of a plan by which the Board will provide training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.

The plan is to be implemented not later than July 1, 2018.

- c. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - Verbal defusing or de-escalating;
 - Prevention strategies;
 - Various types of physical restraint and seclusion;
 - The differences between life-threatening physical restraint and other varying levels of physical restraint;

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

VII. Training of School Employees (continued)

- d. The differences between permissible physical restraint and pain compliance techniques;
- e. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student; and
- f. Recording and reporting procedures on the use of physical restraint and seclusion.

VIII. Crisis Intervention Teams

Annually, each school shall identify a crisis intervention team. Such team shall consist of any teacher, administrator, school paraprofessional or other school employee designated by the school principal and who has direct contact with students and trained in the use of physical restraint and seclusion.

The Crisis Intervention Team will respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others. Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion annually. The Board shall maintain a list of the members of the crisis interventional team for each school.

This policy and procedures is available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

IX. Documentation and Communication

- A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

IX. Documentation and Communication (continued)

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;
 2. a detailed description of the nature of the restraint or seclusion;
 3. the duration of the restraint or seclusion;
 4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; and
- B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or placed in seclusion.
1. A reasonable attempt shall be made to notify the parent or guardian of the student on the day of, but no later than twenty-four (24) hours after, physical restraint or seclusion is used as an emergency intervention to prevent immediate or imminent injury to the student or others.
 2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.
 3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.
- C. The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.
- D. The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

Students

Use of Physical Force

Physical Restraint/Seclusion/Exclusionary Time Out

IX. Documentation and Communication (continued)

- E. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's behavioral support or education plan.
- F. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:
 - 1. each use of physical restraint or seclusion on a special education student;
 - 2. the nature of the emergency that necessitated its use;
 - 3. if the physical restraint or seclusion resulted in physical injury to the student.

X. Responsibilities of the Director of Special Education [or other responsible administrator]

- A. The Director of Special Education [or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conducted pursuant to IEPs.
- B. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the student.

Legal References: Connecticut General Statutes

10-76b State supervision of special education programs and services.

10-76b-5 through 10-76b-11 Use of Seclusion & Restraint in Public Schools.

10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)

10-76d Duties and powers of the boards of education to provide special education programs and services.

10-220 Duties of boards of education.

46a-150-154 Physical Restraint, medication, and seclusion of persons receiving care, education, or supervision in an institution or facility.

46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by P.A. 12-88)

53a-18 Use of reasonable physical force.

P.A. 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

P.A 15-141 An Act Concerning Seclusion and Restraint in Schools

Other Reference: Restraint and Seclusion: Resource Document, United States Department of Education, available at <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>.

The full text of all Cromwell Board of Education policies referenced in this handbook is available on the Cromwell Public Schools website:
<https://sites.google.com/cromwell.k12.ct.us/cpsboe/policy-5000-series?authuser=0>