



Regional School District 13 Middlefield - Durham

**FRANK WARD STRONG MIDDLE SCHOOL
P.O. Box 435, 191 MAIN STREET
DURHAM, CT 06422**

Office 349-7222 Guidance 349-7255 Fax 349-7225

"Strong Students Shape Tomorrow"

September 1, 2021

Dear Strong Parents & Guardians:

The Strong School Parent/Student handbook is accessible via our school website. RSD13 and Strong School request that you review this handbook together as a family. It is our hope that in reviewing this information each parent/guardian and student will be well informed resulting in a more communicative relationship with school staff, as well as a learning environment that is safe and nurturing for all Strong students, staff, and families.

Your Strong student has been given an emergency card/handbook sign-off form. Please review and verify the demographic information. Please add to or make any corrections directly on the form and sign and date it at the bottom. Additionally, the back of this form asks you to provide us with information specific to Health, Siblings, and Dominant Language. **Please complete all sections on this side of the form.** Strong School personnel will update the PowerSchool database as necessary. Signature by parents/guardians on this form indicates that you have reviewed the Parent/Student handbook. **This form must be returned to Strong School by/before Wednesday, September 8, 2021. Students are to give the form to their respective homeroom/advisory teacher.**

Should you have any questions regarding the content of the handbook, feel free to contact me at Strong School at 860.349.7222 or by email at ssadinsky@rsd13.org.

Regards,

Scott D. Sadinsky
Principal

Frank Ward Strong Middle School

“STRONG STUDENTS SHAPE TOMORROW”

PARENT/STUDENT HANDBOOK

2021 – 2022

Scott D. Sadinsky, Principal
Steve Fitzgerald, Coordinator of Student Affairs

Team Leaders:

Lindsay Banas (Gr. 7)
Claire Falvey & Meg Smith (Gr. 8)
Amy Schaefer (Related Arts)
Maryellen Zastawsky (Gr. 6)

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*Regional School District 13
Central Office & Board of Education*

Central Office

Doug Schuch, Ed. D, Superintendent

860-349-7200

Kim Neubig, Director of Finance

860-349-7200

Jennifer Keane, Director of Student Services & Special Education

860-349-7208

Cori-Ann DiMaggio, Director of Curriculum, Instruction & Assessment

860-349-7206

Buildings & Grounds – Jim Croto, Facilities Manager & Sue Gaudreau, Operations Manager

860-349-7238

Board of Education

Mr. Robert Moore – Chairman

Mrs. Christine Geraci – Treasurer

Mr. Norman Hicks – Secretary

Dr. Victor Friedrich

Mrs. Lucy Petrella

Mrs. Melissa Booth

Mr. Robert Yamartino

Dr. Andrew Taylor

Mr. James Roraback

Maura Caramanello



REGIONAL SCHOOL DISTRICT 13

CALENDAR

2021-2022

Important Dates

M	T	W	T	H	F			M	T	W	T	H	F					
JULY (0)						July 2 & 5		JANUARY (20)										
5	6	7	8	9	12	July 1-30		3	4	5	6	7						
19	20	21	22	23	26	Aug 27	*	10	11	12	13	14						
26	27	28	29	30		Aug 30	*	17	18	19	20	21						
AUGUST (0)						Sept 1	()	24	25	26	27	28						
2	3	4	5	6		Sept 6		31										
9	10	11	12	13		Sept 24		FEBRUARY (18)										
16	17	18	19	20		Sept 27	*		1	2	3	4						
23	24	25	26	27*		Oct 11		7	8	9	10	11						
30*	31*					Oct 20-21	[]	14	15	16	17	18						
SEPTEMBER (19)						Nov 2	*	21	22	23	24	25						
		(1)	2	3		Nov 24-26		28										
6	7	8	9	10		Dec 23	[]	28										
13	14	15	16	17		Dec 24-31		MARCH (22)										
20	21	22	23	24		Jan 17			1	2	3	4						
27*	28	29	30			Jan 27	[]	7	8	9	10	11*						
OCTOBER (20)						Feb 18	[]	14	15	16	17	18						
				1		Feb 21-22		21	22	23	24	25						
4	5	6	7	8		Mar 11	*	28	29	30	31							
11	12	13	14	15		Mar 15-16	[]	APRIL (15)										
18	19	20	21	22		April 15						1						
25	26	27	28	29		April 18-22		4	5	6	7	8						
NOVEMBER (18)						May 17	[]	11	12	13	14	15						
1	2*	3	4	5		May 30		18	19	20	21	22						
8	9	10	11	12		June 13-14	[]	25	26	27	28	29						
15	16	17	18	19		June 15	[]	MAY (21)										
22	23	24	25	26		Legend: Schools are Closed First Day for Students * No School for Students/Prof. Learning [] Early Release Days [] Early Release/Professional Learning							2	3	4	5	6	
29	30												23	24	25	26	27	
DECEMBER (17)													30	31				
		1	2	3									JUNE (11)					
6	7	8	9	10													1	2
13	14	15	16	17		6	7	8	9	10								
20	21	22	23	24		13	14	15	16	17								
27	28	29	30	31		20	21	22	23	24								
						27	28	29	30									

181 Student Days

www.rsd13ct.org
District Phone # 860-349-7200

Approved by BOE
1/13/2021

The last day of school is contingent on inclement weather closings.

See reverse side for details on school hours and closing times.

Regional School District 13 School Hours

Regular & Emergency

2021-2022

Regular School Day Hours

Building	<u>Student Start Time</u>	<u>Student Closing Time</u>
Coginchaug	7:25 a.m.	2:02 p.m.
Strong	7:20 a.m.	2:00 p.m.
Memorial	8:00 a.m.	2:35 p.m.
Lyman	8:50 a.m.	3:20 p.m.
Brewster	8:50 a.m.	3:20 p.m.
PreK* (3 yr olds)	9:00 a.m.	1:15 p.m.
PreK* (4 yr olds)	9:00 a.m.	3:00 p.m.

Early Release - Scheduled and Weather Emergency Closings

Building	<u>Student Start Time</u>	<u>Student Closing Time</u>
Coginchaug	7:25 a.m.	11:30 a.m.
Strong	7:20 a.m.	11:30 a.m.
Memorial	8:00 a.m.	12:05 p.m.
Lyman	8:50 a.m.	12:30 p.m.
Brewster	8:50 a.m.	12:30 p.m.
PreK* (3 yr olds)	9:00 a.m.	12:10 p.m.
PreK* (4 yr olds)	9:00 a.m.	12:10 p.m.

Delayed Openings - Weather Related or Emergency

Building	<u>2-Hr Delay Start Time</u>	<u>Student Closing Time</u>
Coginchaug	9:25 a.m.	2:02 p.m.
Strong	9:20 a.m.	2:00 p.m.
Memorial	10:00 a.m.	2:35 p.m.
Lyman	10:50 a.m.	3:20 p.m.
Brewster	10:50 a.m.	3:20 p.m.
PreK* (3 yr olds)	11:00 a.m.	1:15 p.m.
PreK* (4 yr olds)	11:00 a.m.	3:00 p.m.

* Please note the PreK program does not meet on Fridays.

FRANK WARD STRONG MIDDLE SCHOOL
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DURHAM, CT 06422
Office 349-7222 Guidance 349-7255 Fax 349-7225
Website <http://strong.rsd13ct.org>
“Strong Students Shape Tomorrow”

Marking Period and Report Card Information SY 21-22

Marking Period	MP1	MP2	MP3	MP4
Start Date	September 1, 2021	November 10, 2021	January 26, 2022	April 4, 2022
Mid Point	October 6, 2021	December 15, 2021	February 28, 2022	May 12, 2022
End Date	November 9, 2021	January 25, 2022	April 1, 2022	June 14, 2022
Grades Finalized	November 11, 2021	January 27, 2022	April 4, 2022	June 15, 2022
Report Cards Issued	November 12, 2021	January 28, 2022	April 6, 2022	June 17, 2022

Dates subject to change.

	<u>DISTRICT PHONE NUMBERS</u>	
FIRE/AMBULANCE		911
STATE POLICE	TROOP F	860-399-2100
RESIDENT TROOPER	(Middletown)	860-349-9685
RESIDENT TROOPER	(Durham)	860-349-2325
Central Office	Dr. Doug Schuch, Superintendent	860-349-7200
	Kim Neubig, Director of Finance	860-349-7200
	Cori-Ann DiMaggio, Dir. Of Curriculum, Instr. & Assessment	860-349-7200
	Sue Gaudreau & Jim Croto (Building & Grounds)	860-349-7200
	Mark Basil (Director of Food Services)	860-349-7200
	Jennifer Keane, Director of Student Services & Special Ed.	860-349-7200
Strong		860-349-7222
	Guidance	860-349-7255
	Nurse	860-349-7257
	Cafeteria	860-349-7226
C.R.H.S		860-349-7215
	Guidance	860-349-7221
	Nurse	860-349-7212
Brewster		860-349-7227
John Lyman		860-349-7240
Memorial		860-349-7235
<u>FAX NUMBERS:</u>		
Brewster		860-349-7232
Central Office		860-349-7203
C.R.H.S. Office		860-349-7136
John Lyman		860-349-7242
Memorial		860-349-7246
Strong		860-349-7225

Strong Middle School Staff List SY 2021-2022

ADMINISTRATION

Scott D. Sadinsky Principal
Steve Fitzgerald Coordinator of Student Affairs
Pat Toth Secretary
Karen Buckley Secretary

CUSTODIANS

Custodian
Custodian
Custodian

PUPIL PERSONNEL

Victoria Abolafia Speech Pathologist
Kathy Bottini Social Worker
Karen Bransfield Guidance Secretary
Anne Juncadella Nurse
Rebecca Sinusas Guidance Counselor
Melissa Snyder School Psychologist

FOOD SERVICE

Gail Foreman Food Service
Kelly Gribko Food Service
Rita VanSteenbergen Food Service

ACADEMIC & SPED

TEACHERS

Lindsay Banas ELA/S.S./Team Leader Gr. 7
Isabelle Baransky Special Ed.
Kim Barris ELA/Science Gr. 6
Renee Brajzewski Math Gr. 7 & 8
Maura Broggi Science Gr. 8
Dan Carcaud S.S. Gr. 6 & 7
Claire Falvey Special Ed./Team Leader Gr. 8
Michael Klimas S.S. Gr. 8
Kris Koba Math Gr. 6
Valerie Leeds ELA Gr. 8
Kim Mach ELA Gr. 6
Richard McCarthy Science Gr. 6 & 7
Mike McGrady Special Ed.
Jennifer Penney Math Gr. 8
Sean Regan Special Ed.
Amy Ryan ELA Gr. 7 & 8
Paul Sinusas Science Gr. 7 & 8
Meg Smith S.S. Gr. 8/Team Leader Gr. 8
Linda Suravich Special Ed.
Lynann Troiano Math Gr. 6 & 7
Maryellen Zastawsky S.S. Gr. 6/Team Leader Gr. 6

SUPPORT STAFF

Francesca Andranovich Teacher Assistant
Linda Braga Teacher Assistant
Sharon Criscuolo Teacher Assistant
Karen Kean Teacher Assistant
Jhoanny Levi Teacher Assistant
Myrna Pastrana-Rooney Teacher Assistant
Donna Sperl Teacher Assistant
Meryl Vallone Teacher Assistant

WORLD LANG. TEACHERS

Jeannie Gugliemino Spanish
Cindi Kuzman French
Katy Reddick Latin

ABA/ RELATED ARTS/OTHER

Melinda Aronson Math Coach
Kirsten Deitz Health
Courtney Driesch Math Interventionist
Karolyn Glatt Sp. Ed. Therapist (ABA)
Maureen Hamilton Enrichment
Lisa Killian Band/Gen'l. Music Gr. 6 & 7
Michael Klimas Library Media Specialist
Carolyn LaRosa Technology & Innovation
Gina Lentini Literacy Coach
TBD OG/Reading Instructor
TBD Chorus/Gen'l. Music Gr. 6 & 7 LTS
Brenda Parness District STEAM Coordinator
Melissa Rosenthal Reading Interventionist
Todd Salva Physical Education
Amy Schaefer Art/Team Leader-Related Arts
Joanna Schmidt Chorus/Gen'l. Music Gr. 6 & 7
Jennifer Yeziarski Sp. Ed. Therapist (Lead ABA)

DISTRICT MISSION STATEMENT

The mission of Regional District 13, a district that celebrates learning, honors tradition and embraces change, is to ensure that all students will be engaged and ethical lifelong learners and citizens who will thrive, excel and contribute in an ever changing, interdependent world by providing challenging, diverse and nurturing experiences that empower each student to succeed through meaningful partnership with family and community.

CORE ETHICAL VALUES

As a school community, we are committed to growing in good citizenship and personal integrity; thus, we are continually asking ourselves the following questions:

Am I showing **respect** for

- Myself
- The worth and rights of others
- The views of others
- Personal, school and community property
- The environment

Am I accepting **responsibility** for

- My own actions
- My own welfare and the welfare of others
- My personal growth and learning
- Making ethical choices

Am I practicing **honesty**

- With myself
- With others
- In my work

Am I practicing **kindness** by

- Treating others the way I want to be treated
- Promoting the well-being of others
- Being patient with myself and others
- Acting with compassion

Am I showing **courage** by

- Standing up for moral principles
- Persisting in the face of adversity
- Being true to myself

DAILY SCHEDULE

Monday	Tuesday - Friday
Homeroom 7:20 – 7:29	Homeroom 7:20 – 7:29
Period 1 7:32 – 8:42	Period 1 7:32 – 8:40
Period 2 8:46 – 9:56	Period 2 8:44 – 9:52
Period 3 Advisory 10:00 – 11:00	Period 3 9:56 – 11:04
<p>Period 4</p> <p><u>1st Lunch 11:05 – 11:30</u> Class: 11:35 – 12:45</p> <p>Class: 11:05 – 11:40</p> <p><u>2nd Lunch 11:44 – 12:08</u> Class: 12:10 – 12:45</p> <p>Class: 11:05 – 12:15</p> <p><u>3rd Lunch 12:20 – 12:45</u></p>	<p>Period 4</p> <p><u>1st Lunch 11:08 – 11:38</u> Class: 11:42 – 12:50</p> <p>Class: 11:08 – 11:42</p> <p><u>2nd Lunch 11:44 – 12:14</u> Class: 12:16 – 12:50</p> <p>Class: 11:08 – 12:16</p> <p><u>3rd Lunch 12:20 – 12:50</u></p>
Period 5 12:50 – 2:00	Period 5 12:55 – 2:00

TWO HOUR DELAY

**Monday: 2 Hour Delay Schedule
(No Period 3/Advisory)**

Monday Class Times	Monday Classes
9:20 - 9:25	Homeroom
9:28 - 10:22	Period 1
10:25 - 11:19	Period 2
11:21 - 1:05	Period 4/Lunch
1:10 - 2:00	Period 5

Lunch:

- 6th Grade: 11:23 - 11:50
- 7th Grade: 12:00 - 12:27
- 8th Grade: 12:37 - 1:05

Tuesday - Friday: 2 Hour Delay Schedule

Class Times	Tuesday - Friday Classes
9:20 - 9:25	Homeroom
9:27 - 10:10	Period 1
10:12 - 10:55	Period 2
10:57 - 11:43	Period 3
11:45 - 1:20	Period 4/Lunch
1:25 - 2:00	Period 5

Lunch:

- 6th Grade: 11:46 - 12:11
- 7th Grade: 12:21 - 12:46
- 8th Grade: 12:56 - 1:20

SCHEDULED EARLY DISMISSAL

- Lunch **will not** be served on scheduled early dismissal days.
- Grab-and-Go lunch will be available at 11:30 dismissal.
- There are no scheduled early dismissal Mondays.

Tuesday - Friday: Early Dismissal

Class Times	Tuesday - Friday Classes
7:20 - 7:30	Homeroom
7:34 - 8:19	Period 1
8:22 - 9:07	Period 2
9:10 - 9:55	Period 3
9:58 - 10:43	Period 4/Lunch
10:46 - 11:30	Period 5

Scheduled Early Dismissal Days:

- October 20th & 21st - Parent Conferences
- December 23rd - Early Dismissal for Holiday
- January 27th - Professional Learning
- February 18th - Professional Learning
- March 15th & 16th - Parent Conferences
- May 17th - Professional Learning

AGENDA BOOKS

Every student at Strong School receives an agenda book on the first day of school. Students are expected to bring the agenda book to every class, record all assignments and follow teacher and team rules regarding the signing of the agenda book.

AFTER SCHOOL AND EVENING EVENTS

All school rules are in effect at, after and during evening activities. Students may not arrive early and must leave when the event is over. Students are not permitted to loiter in the parking lot or on school grounds. Students must adhere to the dress requirements stipulated by the event sponsors. Students not cooperating will be refused admittance.

Parents and appropriate authorities may be contacted immediately if a student is involved in any of the following:

- Drug and/or alcohol use either before or during a school event
- Insubordination (Not following directions of adult supervisor)
- Fighting
- Any violation of school rules or civil law

ATHLETICS

Todd Petronio, Athletic Director - Telephone (860) 349-7215 - Email tpetronio@rsd13.org

Suzanne Mediavilla, Administrative Assistant - Telephone (860) 349-7215 - Fax (860) 349-7136 - Email smediavilla@rsd13.org

Ethan Bankoski, Head Athletic Trainer, CRHS/Strong - Telephone (203) 349-7215 – Email ebankoski@rsd13.org

ATHLETICS: INTRAMURAL

The intramural program provides student engagement at a lower level of competition. At the same time, students have an opportunity to build self-esteem and friendships as they interact with others in the building. Family ID registration is required.

Programs available:

Cross Country (Spring): This is a conditioning program open to any student.

Volleyball (Winter): Students practice and compete with area schools when available.

Other programs may be offered based on interest.

ATHLETICS: INTERSCHOLASTIC

Interscholastic sports are a part of the middle school experience as well. These sports will be open to all students in grades 6, 7 & 8. Student athletes will compete and travel to other schools to compete. Many of these sports teams have a try out associated with them. Athletic programs provide students with strategies and teamwork dynamics coupled with a higher level of competition.

Sports offered by Season

The fall season begins shortly after school starts in August and continues until late October or early November. Many of these sports have a tryout period set up by the coaching

staff. Girls can choose to elect to try out for soccer or run cross-country. Boys can elect to try out for soccer or run cross-country.

The winter season starts in early December and ends in late February. Boys can choose to try out for basketball, while the girls can elect to try out for basketball or the squad of cheerleaders during the winter season. While the basketball teams compete against each other, the cheerleader squad works hard to support the student body for both boys and girls sports.

The spring season will start in late March and continue until early June. Students may elect to try out for Baseball for boys and softball for girls. Both sports compete with other middle schools.

In order to participate in any interscholastic sport at Strong, the following requirements must be met prior to try-outs, practices or contest for each individual sports:

1. Completion of Family ID Registration at <http://www.familyid.com/regional-school-district-13>
2. A Sports Health Assessment Form (Physical) completed by the Physician and Parent/Guardian must be submitted directly to the Strong School nurse. In order to be considered valid, the date of the physical examination can be no more than 13 months old. ***Please note that it is the responsibility of the parent(s) and/or the student to be sure that the physical exam is up to date. Physical exam information will be indicated on FamilyID once registered. The school is not obligated to notify students or parents when updated physicals are needed or when FamilyID registration has been completed. Emergency medications (inhalers, epipens, insulin) and MD orders must also be on file with the school nurse. The parent must provide the medication for use during sports and notify the coach directly.
3. Student athletes in 7th grade must have completed a baseline ImPact test prior to the first date of competition.

In addition, in order to participate in any interscholastic sport, a student must:

- Be covered by a comprehensive accident insurance policy
- Have been examined by a physician and declared fit
- Maintain a passing average in at least four academic subjects
- Cover cost for loss or damage to uniforms
- Maintain an acceptable discipline and behavior record

- Conform to team rules for conduct, sportsmanship and fair play as outlined by coaches
- Attend all practices and games. Each head coach will establish team rules in regards to attendance that students/parents must adhere to.
- Participate in P.E. class on game days
- Be present in school that day. If a student is absent, they may not return to attend practices or games. Also, if a student leaves school sick, they may not return.

Students will be excused (no penalty) from practice for the same reasons as excused absences from school.

Penalties for unexcused absences and/or any behavior violations will be determined by coaches/principal.

**Current health physical from a physician –
Submit to nurse’s office**

- Athletes must check with the school nurse to confirm that their physical is current. As a reminder, a sports physical form must have a physical dated within the last 13 months in order to be eligible to practice or play sports.
- State law requires complete primary immunizations of our students. District 13 requires these immunizations in 6th and 10th grade. A physical and blue State of CT Department of Education – Health Assessment record must be completed and submitted for all 7th grade students prior to entry into Grade 7 at Strong Middle School.
- All “Sports Physical Forms” and “Blue Health Assessment Forms” can be found in the nurse’s office or on the RSD13 website under “Health Services”. Please pick up these forms PRIOR to going to your scheduled physical appointment.

ATTENDANCE

If a student is absent from school, a phone call to Strong School is required (860) 349-7222., and for absences #1-9 a written note is also required. The note needs to include your student’s name, the date(s) they were absent, and your signature. If said note is not received within 10 school days after the absence, it will be noted as unexcused. Absence #10 and any thereafter may require more detailed written document from the parent/guardian, medical professional, legal/court personnel, etc. If your student is absent for more than one consecutive day, only one note is required.

A systematic attendance monitoring system is in place to assist students in their regular attendance to school. Attendance is reviewed regularly and letters are sent home to students who have been absent a certain number of days. This monitoring system is patterned after the CRHS attendance policy. Students who are absent from school

may not participate in extracurricular activities on that day. State of Connecticut Board of Education defines present as “in attendance for half of the regular school day.”

Students are responsible for obtaining all work missed due to absences. Homework may be requested when a student is absent for two or more consecutive days. Students and parents must recognize that class work missed cannot be replicated. It is the student’s responsibility to arrange to make up all work missed. While teachers may suggest work be done while a student is with their family on vacation, they are not responsible for preparing lessons prior to the teaching of those lessons. (See BOE Policies)

Students who arrive to school after 7:20 are considered tardy to school and should report to the office. Three tardies, excused or unexcused, within a thirty-day calendar period will result in one lunch detention. Excessive tardies to school will result in progressive disciplinary action by the administration. Students have two minutes to pass from class to class. Students who arrive after instruction has begun will receive a consequence from the teacher. Students who are chronically tardy will be referred to the office.

HEALTH SERVICES

Students who feel ill should report to the school nurse. If the nurse is not available, students should report to the main office. Students must not call/text a parent/guardian or leave the building because of illness without authorization by the nurse or an administrator. Students with significant injuries or illness will be required to have a physician’s note to return to Physical Education and sports. Students requiring the use of crutches at school must provide a physician’s note allowing their use at school.

All medications are to be delivered to the school nurse or the principal by the parent. A doctor’s written order is required for school personnel to dispense medications, including over the counter medications (like Tylenol) and topical preparations. Doctor order forms are available from the school nurse and on the school’s website. New orders are required each academic year. All medications must be properly labeled from the pharmacy. A parent must pick up all medications by the last day of school, or they will be discarded.

An important note Regarding Administration of Epinephrine at Public Schools:

Effective July 1, 2014, Public Act 14-176 (An Act concerning the Storage and Administration of epinephrine at Public Schools) amended the law to include the administration of epinephrine as emergency first aid to students experiencing allergic reactions, not previously diagnosed, by qualified unlicensed personnel who are trained annually in the administration of epinephrine. **This Act applies only during the absence of a school nurse, on school grounds, during regular school hours.**

Please notify the school nurse and medical advisor in writing annually if you do not wish your child to receive

epinephrine as emergency first aid by qualified school personnel in the absence of a school nurse. This opt-out will not apply when the nurse is available or to students with known, diagnosed allergies with existing orders.

State health requirements mandate a sixth grade physical exam be completed prior to entry into seventh grade, including blood work (Hct/Hgb), a second measles immunization, Hepatitis B immunization, immunity to Varicella (chicken pox), Tdap vaccine and Meningococcal immunization. Those who qualify on the basis of financial need may obtain the services of the Regional District #13 physician.

Students participating in interscholastic sports must have a physical examination on file in the health office. A student is eligible to practice and play interscholastic sports for exactly 13 months from the date of the last physical examination on file in the health office. A doctor's note saying a student is healthy and eligible to play is not accepted in lieu of an actual physical examination.

State mandated health screenings will be performed during the school year, per current state regulations.

For any questions, please call Ann Juncadella, R.N., B.S.N., Strong School Nurse, at 860-349-7257.

BUS

Students who wish to ride a bus other than their assigned bus **are not required** to present a note from a parent to the office before the end of the day.

1-TO-1 CHROMEBOOK INITIATIVE

Strong School students will be issued a district-owned Chromebook device for school-related work. Said device will be used in school and can be taken home. RSD13's Acceptable Use Policy (AUP) will be in effect at all times when any student is using their (or any) district owned device. "Optional Damage Protection" is available to all students/families for a fee. Students are responsible for the safe storage of their district-issued device. Non-compliance with school/classroom rules as they apply to technology and the AUP may result in consequences including, but not limited to, suspension of network user account and loss of device use privilege (short and/or long-term).

CELL PHONES/PERSONAL DEVICES

In addition to their district-issued Chromebook, students are allowed to bring their own devices (i.e. smartphones, tablets, Kindles, etc.) to school and use them for appropriate school related purposes. Personal devices are the responsibility of the owner and need to be kept safe and used appropriately. Student cell phones are to remain in student's lockers, or upon entry to any classroom, they are to be placed in the storage bins accordingly. When phones

are accessible, students may not take photographs or videos with their devices unless it is part of a class activity with appropriate permission.

A cell phone that is in use at an inappropriate time (i.e. hallways, bathrooms, classrooms, lunchtime) will be confiscated and brought to the main office. For the first offense, the student will get their device back at the end of the day. Additional offenses will result in escalating consequences. We ask that parents refrain from calling or texting students during the school day as it is a disruption to the learning environment.

BEVERAGES

Students are not to bring the following beverages to Strong School: coffee, hot chocolate, energy drinks and any other beverage with high sugar and/or caffeine content. Students are permitted to carry water bottles to and from class and the cafeteria throughout the school day.

CODE OF CONDUCT

A successful educational experience is directly related to one's ability to exemplify the Core Ethical Values.

RESPECT
RESPONSIBILITY
HONESTY
KINDNESS
COURAGE

Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another, and strive never to diminish another by our conduct or our attitudes.

At times it will be necessary for students to receive one or more of the following consequences to serve as a reminder of these values:

- a. Verbal warning
- b. Completion of a behavioral sheet
- c. Assignment to a new seat in class or the lunchroom
- d. Detention: lunch or after school
- e. Discussion of the problem with teacher or team
- f. Parent notification
- g. Parent conference
- h. Confiscation of illegal or offending item
- i. Financial restitution and/or work in-kind
- j. In school, after school detention
- k. Referral to guidance
- l. Referral to principal
- m. Suspension/removal from school or from bus transportation
- n. Referral to juvenile review board, police or court
- o. Expulsion

Violations of the law **will not be tolerated.** Violators of the law will be referred to the police for appropriate action.

DETENTION

TEACHER/TEAM DETENTION

Students may be kept after school for disciplinary or academic reasons at the discretion of the teachers. Parents will be notified in advance when their child is assigned a detention.

ADMINISTRATIVE DETENTION

Administrative detention is assigned for infractions of school attendance or behavior policies and runs from dismissal until 3:00 p.m.

After school detention takes precedence over other student activities and/or obligations. Failure to serve an assigned detention will result in additional consequences.

DRESS CODE

Clothing may not be disruptive, disrespectful, or distracting to the educational process. No revealing tops, short shorts, short skirts, bare midriffs, or visible underwear are allowed. Shoes must be worn at all times. Clothing must be free of offensive signs, slogans or language and may not advertise alcohol or illegal substances. Hats are not permitted unless part of a school event, fundraiser or other approved activity.

GRADING/REPORT CARDS

Students will receive report cards four times per year and will be graded in all subjects. In each subject students will be evaluated on the academic work completed during the marking period (letter grade), as well as on progress toward content and lifelong learning benchmarks.

GRADE RANGE:

A+ 97 – 100	C+ 77 – 79
A 93 – 96	C 73 – 76
A- 90 – 92	C- 70 – 72
B+ 87 – 89	D+ 67 – 69
B 83 – 86	D 63 – 66
B- 80 – 82	D- 60 – 62
	F 59 AND BELOW

LIFELONG LEARNING BENCHMARKS:

- Demonstrates responsible behavior
- Interacts effectively with others
- Demonstrates responsibility for learning

GUIDANCE AND COUNSELING SERVICES

Guidance and counseling services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, career information, study helps, home, school and/or social concerns, or any question the student may feel he would like to discuss with a counselor. A guidance counselor, a school psychologist and a social worker are available to meet with students. Students wishing to meet with one of the counselors should make an appointment with the secretary in the guidance office.

HOMEWORK

One of Regional District 13's Core Ethical Values is responsibility. Responsibility for one's work has also been identified as one of the assessed lifelong learning behaviors at Strong School. Agenda books are provided by the school to assist students in managing their time and to promote communication with parents. Students are expected to:

- 1) Record all assignments correctly in their agenda book.
- 2) Complete all homework assignments to the best of their ability.
- 3) Hand in homework on the day it is due.
- 4) Ask for help if needed.
- 5) Call a friend to get the homework assignments if they are absent.

HONOR ROLL

Outstanding work in all areas is recognized by an honor roll that is published each trimester. All subject areas are included in determining honor roll status.

- High Honor Roll: all "A's" with one "B+"
- Honor Roll: All "A's" and "B's" with one "C+"

LIBRARY MEDIA CENTER

Students are welcome to use the media center for print research, independent reading and computer access. Students are expected to show respect for the facility, materials, staff and other students. When help is needed, students are encouraged to ask the library media specialist or assistant for help.

RULES:

- 1) No food or drink allowed.
- 2) Discussions relating to school assignments are permitted but must be quiet so others may do their work.
- 3) Damaged or lost books must be replaced or paid for at the discretion of the library media specialist.
- 4) Students must come to library tutorials prepared. If homework is finished, students are expected to read from their independent reading book.
- 5) Materials may be checked out for three weeks and renewed two more times. Detention will be assigned if late books are not turned in after two warnings.
- 6) Students wishing to use the computers in the lab must sign in at the front desk.
- 7) Computer use is limited to school assignments.

PLAGIARISM AND CHEATING

Academic honesty is the cornerstone of an effective education, and cheating in any form will not be tolerated. Unless your teachers specify that your work may be done in collaboration with one or more partners, all work you submit is solely your own. This includes routine homework as well as tests and papers. Although all cheating is wrong, the punishment for it may vary with the magnitude of the offense. You may receive a grade of zero on the entire test, paper, project or homework on which you have cheated, and you may face disciplinary consequences. More serious consequences up to and including expulsion may be implemented. Written referrals of cheating will be entered into your personal files. Students who knowingly help or allow others to cheat are considered to be cheating and are subject to the same consequences as cheating.

Plagiarism is the representation of someone else's work or ideas as your own. Common examples of plagiarism include, but are not limited to, entire papers or portions of papers which have been written by someone else or downloaded from the internet and papers which contain work of another writer which has not been properly acknowledged. Note also that papers submitted for one class may not be submitted for another class without prior approval.

Rules about cheating are meant to protect everyone by creating a learning environment which does not give dishonest students an unfair advantage over those who do their own work. Students who cheat deprive themselves of opportunities to perfect skills which will be valuable to them in their future academic and vocational careers.

LOCKERS

Each student is assigned a locker at the beginning of the school year. Students are responsible for the condition of their lockers. The locker remains the property of the school and can be searched by the administration at any time.

Students are urged to keep lockers locked and to refrain from storing valuables or large sums of money in their lockers. Students are encouraged not to share their combination with others.

STUDENT CLUBS AND ACTIVITIES

A variety of clubs and activities run throughout the year. They include but are not limited to Art/Mural Club, Drama, Jazz Band, Yearbook, Intramural Sports and many others. Clubs and activities meet after school and are open to any/all students that are interested.

Students who have been suspended in or out of school on a day of any student activity or dance will not be allowed to attend.

VISITORS

Visitors must stop at the office upon entering the building to sign in. Any visitor to the building must be clearly identified with a visitor's badge. Student visitors must be pre-approved by the office no later than the day before the proposed visit. All visitors must identify themselves and state the purpose of their visit before being allowed into the building.

BOARD OF EDUCATION POLICIES

POLICY 5113

STUDENTS

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education (the "Board"), through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board takes seriously the issue of chronic absenteeism. To address this issue, the Board, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Practices for Absence Prevention and Intervention (April 2013)

Connecticut General Statutes § 10-198b

Connecticut State Department of Education,
Reducing Chronic Absence in Connecticut's

Connecticut General Statutes § 10-198c

Schools: A Prevention and Intervention Guide for Schools and Districts (April 2017)

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best*

Policy Adopted: September 25, 1991

Policy Reviewed: January 25, 2011

Policy Revised: December 10, 2019

STUDENTS

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Disciplinary absence" - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.

3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:

a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

i. student illness (verified by an appropriately licensed medical professional);

ii. religious holidays;

iii. mandated court appearances (documentation required);

iv. funeral or death in the family, or other emergency beyond the control of the student's family;

v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;

vi. lack of transportation that is normally provided by a district other than the one the student attends.

c. A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - Any day during which a student is present at the student's assigned school, or an activity sponsored by the school, for at least half of the regular school day.

6. "Student" - a student enrolled in the Regional School District 13 Public Schools (the "District").

7. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the

student's return to school. Consecutive days of absence are considered one incidence of absence.

2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.

3. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:

a. student illness:

- i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
- ii. a signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.

b. religious holidays: none.

c. mandated court appearances:

- i. a police summons;
- ii. a subpoena;
- iii. a notice to appear;
- iv. a signed note from a court official; or
- v. any other official, written documentation of the legal requirement to appear in court.

d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.

e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.

f. lack of transportation that is normally provided by a district other than the one the student attends: none.

4. Neither e-mail nor text message shall serve to satisfy the requirement of written documentation. In rare and extraordinary circumstances, a building administrator may, in his/her own discretion, accept the delivery of written documentation through a scanned copy sent by e-mail.

5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.

6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:

- a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
- b. be an opportunity not ordinarily available to the student;
- c. be grade and developmentally appropriate; and
- d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.

2. Family vacations do not qualify as extraordinary educational opportunities.

3. All requests for approval of extraordinary educational opportunities must:

- a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the

- building administrator;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student’s coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity;
 - e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
 5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
 6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
 7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student seventeen (17) years of age shall not be considered truant if the parent or person having

control over such student consents to such student’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be “truant.”

E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student’s withdrawal from school.
2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for

attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

G. Procedures for students in grades K-8*

1. Notification

- a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. § 10-184 to ensure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the District.
- b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or his/her designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might

otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

H. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

- c. If the Commissioner of Education determines that any school under the jurisdiction of the Regional School District 13 Board of Education (the "Board") has a disproportionately high rate of truancy, the district shall implement in that school a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

d. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team or other appropriate school based team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. Where the documented implementation of the procedures specified in subsections (a) through (d) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or his/her designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

I. Attendance Records

All attendance records developed by the Board shall include the individual student’s state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Board and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations;
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Board in the previous school year divided by the total number of children under the jurisdiction of the Board for such school year; and
4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Board has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Board has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Board has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.7, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Board and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each

school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Connecticut State Department of Education Memorandum, *Youth Service Bureau Referral for Truancy and Defiance of School Rules* (February 22, 2018)

Connecticut State Department of Education, *Youth Service Bureau Referral Guide* (February 2018)

Regulation Adopted: September 25, 1991

Regulation Revised: February 24, 1993

Regulation Reviewed: January 25, 2011

Regulation Revised: December 10, 2019

**SAMPLE NOTIFICATION REGARDING
STUDENT ATTENDANCE**

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “[e]ach parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. . . . The parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.”

In order to assist parents and other persons in meeting this responsibility, the _____ Board of Education monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Please provide the following information and return the completed form, signed and dated to:

Student's Name: _____

Address: _____

School/grade: _____

_____ / _____

Parent/Guardian's Daytime Telephone Number*: _____

Parent/Guardian's Daytime Telephone Number*: _____

Daytime Telephone Number* of
Other Person Having Control
of Student: _____
Relationship to Student: _____

*If no daytime telephone number is available, please specify other means by which school personnel may contact you during the school day. _____

Signature: _____

Date: _____

STUDENT DISCIPLINE EXCERPT FOR HANDBOOKS

Students may be **suspended** for conduct on school grounds or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**

Students may be **expelled** for conduct on school grounds or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

Students may also be suspended or expelled for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

The Regional School District 13 Board of Education's entire policy governing student conduct and school discipline, Policy #5114, may be viewed at www.rsd13ct.org.

I. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board of Education includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, ancestry, gender identity or expression, or any other characteristic protected by law
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to

such person(s), lying to school officials or otherwise engaging in dishonest behavior.

8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.

10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).

11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

12. Possession of any ammunition for any weapon described above in paragraph 11.

13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unlawful possession, sale, distribution, use, or consumption, of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah, and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For the purposes of this Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit, or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine; and that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription)

and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, portable audio cassette player, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:

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

b) places such student in reasonable fear of harm to himself

- or herself, or of damage to his or her property;
- c) creates a hostile environment at school for such student;
- d) infringes on the rights of such student at school; or
- e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

- 33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- 34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
- 35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
- 36. Engaging in a plan to stage sexual activity for the

purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

- 37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
- 38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
- 39. Engaging in teen dating violence, defined as any act of physical, emotional, or sexual abuse, including stalking harassing, and threatening, that occurs between two students who are currently in or have recently been in a dating relationship.
- 40. Any action prohibited by any Federal or State law.
- 41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

II. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in grades three (3) through twelve (12), inclusive, in a case where he/she has reason to believe the student has engaged in conduct described at sections I.A or I.B. above.
- B. A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten through

twelve (12), inclusive, whom the administration has reason to believe:

1. was in **possession on school grounds** or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
3. was engaged **on or off school grounds in offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Board policy whenever the administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event.

POLICY 5131.8

BULLYING PREVENTION AND INTERVENTION POLICY

The Regional School District 13 Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

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

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

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

- (1) causes physical or emotional harm to such student or damage to such student's property;
- (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- (3) creates a hostile environment at school for such student;
- (4) infringes on the rights of such student at school; or
- (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or

gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

Consistent with the requirements under state law, the Regional School District 13 Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an

act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;

- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

- (12) 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;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
- (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan;
- (18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying; and
- (19) provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.
- The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.
- Legal References:
- Public Act 19-166
 Conn. Gen. Stat. § 10-145a
 Conn. Gen. Stat. § 10-145o
 Conn. Gen. Stat. § 10-220a
 Conn. Gen. Stat. § 10-222d
 Conn. Gen. Stat. § 10-222g
 Conn. Gen. Stat. § 10-222h
 Conn. Gen. Stat. § 10-222j
 Conn. Gen. Stat. § 10-222k
 Conn. Gen. Stat. § 10-222l
 Conn. Gen. Stat. §§ 10-233a through 10-233f
- Policy Approved: February 11, 2009
 Policy Revised: January 11, 2012
 Policy Revised: December 10, 2019

SAFE SCHOOL CLIMATE PLAN

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

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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or

retaliation against an individual who reports or assists in the investigation of an act of bullying.

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

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - (1) causes physical or emotional harm to such student or damage to such student's property;
 - (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - (3) creates a hostile environment at school for such student;
 - (4) infringes on the rights of such student at school; or
 - (5) substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or

group who has or is perceived to have one or more of such characteristics.

violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.
- F. **"Prevention and intervention strategy"** may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and 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) school rules prohibiting bullying, teen dating
- (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
- (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
- (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
- (6) school-wide training related to safe school climate,
- (7) student peer training, education and support,
- (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
- (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means
- (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education

or working in a public elementary, middle or high school; or

- (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

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

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

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator (“Coordinator”). The Coordinator shall:

- (1) be responsible for implementing the district’s Safe School Climate Plan (“Plan”);
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year

to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district’s Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall:

- (1) receive copies of completed reports following bullying investigations;
- (2) identify and address patterns of bullying among students in the school;
- (3) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying;
- (4) review and amend school policies relating to bullying;
- (5) review and make recommendations to the

Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;

- (6) educate students, school employees and parents/guardians on issues relating to bullying;
- (7) collaborate with the Coordinator in the collection of data regarding bullying; and
- (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.

- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate

Specialist (i.e. building principal or his/her designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to

adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

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

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, Regional School District 13 Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits

any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

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

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

E. Notice to Law Enforcement

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

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

Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and

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

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

X. Other Prevention and Intervention Strategies

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

traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

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

(1) Non-disciplinary interventions

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

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions

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

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

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

(3) Interventions for bullied students and victims of teen dating violence

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

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General Prevention and Intervention Strategies

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

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
 - (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
 - (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
 - (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
 - (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
 - (f) Student peer training, education and support;
 - (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
 - (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
 - (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
 - (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
 - (l) Avoidance of sex-role stereotyping;
 - (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
 - (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Improving School Climate

Our school climate improvement efforts are identified in our school learning plans at the school level and in the Strategic Coherence Plan for the district. Our Tier 1 approaches to maintaining a safe and positive school climate included following our Social Emotional Learning curriculum and supports which include but are not limited to Second Step at the Elementary level, Communities and Second Step at the Intermediate level, and Advisory and Health Classes at the middle and high school level. Additionally, the “Assessing School Climate Survey for Optimal Learning” is given every other year and these results are used to address issues of need raised by parents and guardians, staff and students. The results inform improvement strategies as noted in the School Learning Plans. Staff and students are given appropriate information for the grade level or position on how to identify and address acts of bullying. The district strives to maintain a positive school climate by examining the experiences of all members of the school community and using effective strategies to address the areas of concern.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. The Board shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students’ (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Public Act 19-166
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. § 10-222g
Conn. Gen. Stat. § 10-222k
Conn. Gen. Stat. § 10-222l
Conn. Gen. Stat. §§ 10-233a through 10-233f
Connecticut State Department of Education
Circular Letter C-8,
Series 2008-2009 (March 16, 2009)
Connecticut State Department of Education
Circular Letter C-3,
Series 2011-2012 (September 12, 2011)
Connecticut State Department of Education
Circular Letter C-2,
Series 2014-2015 (July 14, 2014)
Connecticut State Department of Education
Circular Letter C-1,
Series 2018-2019 (July 12, 2018)
Connecticut State Department of Education
Circular Letter C-1,
Series 2019-2020 (July 16, 2019)

Plan Revised: December 10, 2019

REGIONAL SCHOOL DISTRICT 13

**REPORT OF SUSPECTED BULLYING BEHAVIORS
OR TEEN DATING VIOLENCE**

**(School Employees Should File with the School
Principal)**

**(Parents and Students May File with the School
Principal or Any Other School Employee)**

Name of Person Completing Report:

Date: _____

Target(s) of Behaviors/Violence:

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

Report Filed

Against: _____

Date of Incident(s):

Location(s): _____ Time:

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

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

Name

Address

Telephone Number _____

Have there been previous incidents (circle one)?

Yes

No

If "yes", please describe the behavior of concern, or the
violence that occurred; include the approximate date(s) and
the location(s):

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

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

Was the report verbal or written?

Proposed Solution:

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

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

Signature of Reporter

Date Submitted

Received By

Date Received

REGIONAL SCHOOL DISTRICT 13

REGIONAL SCHOOL DISTRICT 13 PUBLIC SCHOOLS REPORT OF BULLYING FORM/INVESTIGATION SUMMARY

For Staff Use

Only:

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:

Action of Reporter:

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ___

Remedial Action(s)

Taken: _____

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

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

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

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Date of Meetings:

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

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitations to parent meetings, and records of parent meetings).

REGIONAL SCHOOL DISTRICT 13

**Regional School District 13 Public Schools
Report of Bullying/Consent to Release Student
Information**

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the Regional School District 13 Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

REGIONAL SCHOOL DISTRICT 13

**Regional School District 13 Public Schools
Report of Teen Dating Violence/Consent to Release
Student Information**

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the Regional School District 13 Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

(Please check one):

_____ I hereby give permission for the Regional School District 13 Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

_____ I do **NOT** give permission for the Regional School District 13 Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

_____ I hereby give permission for the Regional School District 13 Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the Regional School District 13 Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

-

Signature of Parent/Guardian
Date

-

Name (Please print)

Signature of Parent/Guardian

Date

Name (Please print)

POLICY 5135

STUDENTS

POLICY REGARDING WELLNESS

It is the policy of the Regional School District 13 Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Reviewing “Smarter Lunchroom” tools and strategies
- Setting an average weekly minimum time for classroom nutrition education
- Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as well as in non-core and elective subjects
- Providing a minimum number of hours per year of training to classroom teachers on how to integrate nutrition education into other basic subjects
- Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed
- Providing developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school meal recipe names, cafeteria design or décor challenges, farm visits, and school gardens
- Offering information to families that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families
- Partnering with community health agencies or organizations for school wellness activities

B. Physical Activity and Other School-Based Activities

- Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity and other activities that support staff and wellness
- Sponsoring health fairs, TV-turnoff week, school-supported races, family wellness activities or family day activities that promote health and wellness
- Sending school newsletters or dedicated parts of newsletters or school websites promoting healthy eating, healthy recipes and physical activity
- Encouraging and promoting the use of Let’s Move and other healthy initiatives that promote physical activity and healthy eating
- Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools
- Using the Centers for Disease Control School Health Guidelines to Promote Healthy Eating and Physical Activity

- Setting minimum physical education requirements including time, frequency and intensity
- Setting maximum student to teacher ratios for physical education classes
- Setting minimum requirements for recess, including amount of time and scheduling of recess time
- Requiring recess to be outdoors if possible
- Encouraging walking and biking to school through safe route programs
- Creating after school activity programs, student health council, and community/family programs that encourage healthy habits
- Scheduling school meals at appropriate times in appropriate settings
- Marketing healthy food in ways that increase its appeal
- Giving students and the community after-school access to school activity facilities
- Prohibiting use of physical activity as punishment
- Prohibiting withholding of physical activities as punishment

C. Nutritional Guidelines for School Food

- Monitoring compliance with updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- The goal for the nutrition standards for school meals is to provide the students of RSD-13 a variety of healthy and nutritious food choices. Meals meet the National School Lunch Program, School Breakfast Program & Healthy Food Certification guidelines that include limiting fat and saturated fats as well as providing the recommended dietary allowance of protein, calcium, iron and vitamin A & C.
- Maintaining school lunch menus online at <https://www.rsd13ct.org/Central-Services/Food-Services/School-Lunch-Information/index.html>
- Participating in the National School Lunch Program, Healthy Foods Certification, School Breakfast Program and Seamless Summer Option.
- Complying with USDA nutrition standards for all food and beverages sold to students during the school day. Click link for standards Smart snack standards or visit https://portal.ct.gov/-/media/SDE/Nutrition/CompFoods/Summary_Smart_Snack_s_Nutrition_Standards.pdf
- Participation in the school meal programs is prompted and eligibility is determined by the following process.
Promotion – A media release is published in the local paper, The Town Times.
Notification – at the beginning of the school year, parents/guardians are sent a letter that details information on the Child Nutrition Program and the Application for Free and Reduced-price School Meals or Free Milk is included with the letter.
Eligibility Determination – A student is determined eligible either through a direct certification received from the State of Connecticut through their CSDE Direct Certification System or through an Application for Free and Reduced-price School Meals or Free Milk (household application) submitted by the parent/guardian. Household application determinations are made by the Determining Official who

reviews the applications to see if the family meets the USDA's income guideline requirements for determining eligibility for free or reduced meals in Connecticut.

- Preparing school meals onsite.
- Timing and duration of school meals scheduling based on evidence-based research to support healthy eating.
- Providing free drinking water throughout the school day
- Regulating a la carte offerings in each school
- Regulating after school activity, field trip, school event and school party offerings
- Eliminating the use of food as a reward
- Eliminating the use of candy and other unhealthy foods as fundraisers
- Training and certification of food preparation and food service staff
- Evaluating food and drink contracts
- Prohibiting caffeine products from being offered to students.
- Meeting HFC standards for all a la carte snacks.
- Using local vendors when possible.
- Providing an alternate meal for students who do not have funds.
- Reimbursing the school lunch program each the end of each fiscal year for all unpaid school lunch accounts.

At a minimum, all reimbursable school meals (i.e. free and reduced lunches) meet the program requirements and nutritional standards established by the USDA regulations applicable to school meals.

D. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours is only permitted for foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, as well as cups used for beverage dispensing.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the Director of Student Services and Special Education to be responsible for the implementation and oversight of the school district's wellness program. The Director of Student Services and Special Education will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements. Information pertaining to the Child Nutrition Program is kept confidential. RSD 13 stores this information in a locked cabinet and online in PowerSchool and LunchTime databases. Specific permission is needed to access the information in accordance with state standards. The district avoids overt identification at all times.

Legal References:

Connecticut General Statutes:

- § 10-215d Regulations re nutrition standard for school breakfasts and lunches.
- § 10-215f Certification that food meets nutrition standards.
- § 10-221o Lunch periods. Recess.
- § 10-221p Boards to make available for purchase nutritious and low-fat foods.
- § 10-221q Sale of beverages.

Public Act 16-132, An Act Establishing a Red Ribbon Pass Program

Federal Law:

42 U.S.C. § 1751

Richard B. Russell National School Lunch Act § 9(f)(1) and § 17(a), codified at 42 U.S.C. § 1758(f)(1), 42 U.S.C. § 1758b and 42 U.S.C. § 1766, as amended by Pub. L. 111-296, § 204, Healthy, Hunger-Free Kids Act of 2010.

20 U.S.C. § 7118, as amended by Pub. L. 114-95, Every Student Succeeds Act.

7 C.F.R. § 210.10 Meal requirements for lunches and requirements for afterschool snacks.

7 C.F.R. § 210.11 Competitive food service and standards.

7 C.F.R. § 210.31 Local school wellness policy.

7 C.F.R. § 220.8 Meal requirements for breakfasts.

Policy Adopted: August 23, 2006

Policy Revised: February 12, 2014

Policy Revised: April 4, 2018

Policy Revised: June 9, 2021

I.

POLICY 5140

STUDENTS

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

The Regional School District 13 Public Schools (the “district”) recognize that food allergies, glycogen storage disease and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopt the following guidelines related to the management of life threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease (GSD) is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about

the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student’s eligibility for services under Section 504. The Section 504 team, upon determination that a student is eligible, will develop a student specific plan. The plan should include the student’s Emergency Care Plan (ECP,) and may include an Individualized Health Care Plan (IHCP.) The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student’s GSD or food allergy substantially limits a major life activity.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Emergency Care Plans and Individualized Health Care Plans.

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an Emergency Care Plan (ECP) for the student. Each ECP should contain information and specific directions about what to do in a medical emergency. For the student with life-threatening food allergies, GSD or diabetes, the ECP should include the following information, as appropriate:

- a. The student’s name and other identifying information, such as date of birth, grade and photo;
- b. Information about the disease or disease specific information (i.e. type of GSD

- c. The student's signs and symptoms of an adverse reaction (such as hypoglycemia, or anaphylaxis);
 - d. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (i.e. Glucagon, insulin, or epinephrine);
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician.
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
2. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocol and medication orders.
3. The ECP should be reviewed annually, or whenever there is a change in the student's condition, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

III. Individualized Health Care Plans

1. If the district obtains medical documentation that a student has a life threatening food allergy, GSD, or diabetes, an IHCP may be developed for the student, that contains information relevant to the student's participation in school activities.
2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The

IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include such considerations:

- a. classroom environment, including allergy free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
- b. cafeteria safety;
- c. participation in school nutrition programs;
- d. snacks, birthdays and other celebrations;
- e. alternatives to food rewards or incentives;
- f. hand-washing;
- g. location of emergency medication;
- h. who will provide emergency and routine care in school;
- i. risk management during lunch and recess times;
- j. special events;
- k. field trips, fire drills and lockdowns;
- l. extracurricular activities;
- m. school transportation;
- n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
- o. staff notification, including substitutes, and training; and
- p. transitions to new classrooms, grades and/or buildings.

The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life threatening food allergy, GSD, or diabetes on school grounds during the school day.

A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an ECP and an IHCP, regardless of his/her status as a student with disability, as that term is understood under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), or the Individuals with Disabilities Education Act (“IDEA”).

The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district’s policies and procedures regarding the administration of medications to students.

When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student’s needs on an individualized, case-by-case basis.

IV. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life -threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (i.e. epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the school nurse Any such training regarding the administration of medication shall be done accordance with state law and Board policy.
2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school’s policies regarding food and/or snacks.

3.

V. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered may include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

VI. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student’s individual health care provider and the school regarding a student’s life -threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student’s IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student’s classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the

Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board’s website or the website of each school under the Board’s jurisdiction.

- 6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VII. Monitoring the District’s Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

Legal References:

State Law/Regulations/Guidance:

Guidelines for Managing Life-Threatening Food Allergies in

Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease),
Connecticut State Department of Education (Updated 2012).

Federal Law:

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

Conn. Gen. Stat. § 10-212a
Administration of Medications in Schools

Conn. Gen. Stat. § 10-212c
Life-threatening food allergies and Glycogen Storage Disease: Guidelines; district plans

Conn. Gen. Stat. § 10-220i
Transportation of students carrying cartridge injectors

Conn. Gen. Stat. § 10-231c
Pesticide applications at schools without an integrated pest management plan.

Conn. Gen. Stat. § 19a-900
Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.

Conn. Gen. Stat. § 52-557b
“Good Samaritan law.”.
Immunity from liability for emergency, medical assistance, first aid or medication by injector. School personnel not required to administer or render. Immunity from liability re automatic external defibrillators.

Regs. Conn. State Agencies
§ 10-212a-1 through 10-212a-7
Administration of Medication by School Personnel

The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

Policy Adopted: February 22, 2012
Policy Revised: May 14, 2014
Policy Revised: February 12, 2020

REGIONAL SCHOOL DISTRICT 13 PUBLIC SCHOOLS

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act (“ADA” or “Title II”) also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA (“collectively, “Section 504/ADA”) as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the school district has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The school district’s obligation includes providing such eligible students a free appropriate public education (“FAPE”). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that he/she has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual’s immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

- | | | |
|-----|--|---|
| 1. | To be informed of your rights under Section 504; | to decisions regarding your child's Section 504 identification, evaluation, and educational placement; |
| 2. | To have your child take part in and receive benefits from the Regional School District 13's education programs without discrimination based on his/her disability. | 11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records; |
| 3. | For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability; | 12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination; |
| 4. | To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504; | 13. To request an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense; |
| 5. | If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options; | 14. To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and |
| 6. | If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met; | 15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights. |
| 7. | For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities; | |
| 8. | For your child to be educated with peers who do not have disabilities to the maximum extent appropriate; | |
| 9. | To have your child educated in facilities and receive services comparable to those provided to non-disabled students; | |
| 10. | To review all relevant records relating | |

The Section 504/ADA Coordinator for this district is:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-0111 (617) 289-0111

INSTRUCTION 5142

Section 504

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. For the purposes of Section 504, the term “disability” with respect to an individual means:

- 1) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- 2) a record of such an impairment; or
- 3) being regarded as having such an impairment.

In order to fulfill its obligation under Section 504, Regional School District 13 recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, Regional School District 13 will not knowingly permit discrimination against any person with a disability in any of the programs operated by the school systems. Persons who feel that they may have been discriminated against on the basis of disability should contact Regional School District 13’s Section 504 Coordinator.

The school district also has specific responsibilities under Section 504 with respect to providing access to appropriate educational services for students who qualify under Section 504. These responsibilities include the obligation to identify, to evaluate and to afford access to appropriate educational services. If the parent or guardian disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of their child, he/she has a right to an impartial hearing. Additional written information about an impartial hearing is available on request from the Section 504 Coordinator.

Please contact Jennifer Keane, the Section 504 Coordinator for Regional School District 13, at 860-349-7208 with any additional questions or concerns about this policy.

Legal References: 29 U.S.C. § 794
34 C.F.R. § 104 *et seq.*
42 U.S.C. 12101 *et seq.*
ADA Amendments of 2008, Public Law 110-325

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 27, 2009), available at <http://www.ed.gov/about/offices/list/ocr/504faq.html>

Instruction Section 504 – Regulation 5142

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. “Major life activities” include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune systems, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

- I. *Procedures for Complaints Alleging Discrimination on the Basis of Disability*
 - A. It is the express policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any violation of Section 504. In order to facilitate the timely resolution of such complaints, any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability should submit a written complaint to the district’s designated Section 504 Coordinator within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Complaints regarding a student’s rights with respect to his/her identification, evaluation, or educational placement shall be addressed in accordance with the procedures set forth below in Section II.
 - B. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent, who shall investigate or appoint a designee to do so.
 - C. 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 to the extent possible.

- D. The written complaint should contain the following information:
- 1) The name of the complainant;
 - 2) The date of the complaint;
 - 3) The date(s) of the alleged discrimination;
 - 4) The names of any witness(es) or individuals relevant to the complaint; and
 - 5) A detailed statement describing the circumstances in which the alleged discrimination occurred.
- E. Upon receipt of the written complaint, the Section 504 Coordinator (or Superintendent, as outlined above), shall:
- 1) Provide a copy of the written complaint to the Superintendent of Schools;
 - 2) Meet with the complainant to discuss the nature of the complaint;
 - 3) Provide the complainant with a copy of the Board's Section 504 Policy and applicable administrative regulations;
 - 4) Investigate the factual basis for the complaint, including interviews with individuals with information relevant to the complaint;
 - 5) Attempt to resolve the complainant's concerns, whenever possible;
 - 6) Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
 - 7) Communicate the findings of the investigation to the complainant, along with intended remedial actions, whenever appropriate, while keeping in mind confidentiality obligations, and
 - 8) Ensure that appropriate remedial and/or disciplinary action is taken whenever allegations are verified.
- F. If, following the investigation by the Section 504 Coordinator, the complainant is not satisfied with the results of the investigation or the proposed resolution, the complainant may request, in writing, that the Superintendent review the findings of the Section 504 Coordinator. Upon receipt of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted.

II. *Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation, and/or Educational Placement*

Complaints regarding a student's identification, evaluation, or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

- A. Submission of Complaint to Section 504 Coordinator
- 1) In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504 Coordinator within thirty (30) days of the alleged date that the dispute regarding the student's identification, evaluation or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes as it assists the district in gathering current, accurate information and enables the district to take corrective actions when necessary to ensure that a student is provided with an appropriate educational program.
 - 2) The written complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age and grade level;
 - a. Name of parent(s);
 - b. Address and relevant contact information for parent/complainant;
 - c. Date of complaint;
 - d. Specific areas of disagreement relating to the student's identification, evaluation or placement; and
 - e. Remedy requested.
 - 3) Upon receipt of the written complaint, the Section 504 Coordinator shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) business days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504 Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have

- relevant information, including the student and/or complainant; and
- d. Communicate the results of his/her investigation to the complainant within fifteen (15) business days from the date upon which the complaint was received by the Section 504 Coordinator.

B. Review by Superintendent of Schools

- 1) If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504 Coordinator's review, he or she may present the written complaint to the Superintendent for his/her review.
- 2) The Superintendent shall review the complaint and any relevant documents maintained by the Section 504 Coordinator and shall consult with the Section 504 Coordinator regarding attempts to resolve the complaint. The Superintendent shall also consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.
- 3) Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) business days following his/her receipt of the written request for review by the Superintendent.
- 4) If the complainant is not satisfied with the Superintendent's decision or proposed resolution, he/she may request that the Superintendent submit the matter to a mediator or to an impartial hearing officer. This request for a hearing/mediation should be made within fifteen (15) days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

- 1) The mediator must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
- 2) The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.
- 3) The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary

settlement of the dispute between the parties, if possible.

- 4) If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

- 1) The impartial hearing officer must be someone who is knowledgeable about Section 504 and the differences between Section 504 and the regulations and requirements of the Individuals with Disabilities Education Act (IDEA).
- 2) The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witness(es) and to have legal counsel or other representation at the complainant's own expense, if desired.
- 3) The impartial hearing officer shall hear all aspects of the complainant's appeal and shall reach a decision within forty-five (45) calendar days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504 Coordinator.
- 4) A Section 504 impartial hearing officer does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is *directly related* to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

- E. The time limits noted throughout Section II may be extended if more time is needed to permit thorough review and opportunity for resolution.

III. *The Section 504 Coordinator for Regional District 13:*

Jennifer Kean
Director of Student Services & Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
860-349-7208

IV. *Complaints to State and Federal Agencies*

At any stage in these complaint procedures, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111). Any such complaints must be filed within one hundred and eighty (180) days of the date of the alleged violation of Section 504.

Any employee who believes that he or she has been discriminated against on the basis of disability may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 1229 Albany Avenue, Hartford, CT 06112 (TELEPHONE NUMBER 860-566-7710) and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02114 (TELEPHONE NUMBER 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within one hundred and eighty (180) days of the date when the alleged discrimination. Remedies for discrimination include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Regulation Adopted: October 12, 2011

POLICY 5146

STUDENTS

NON-DISCRIMINATION

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities

expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy 5146 Students/Non-Discrimination Policy and are available online at www.rsd13ct.org or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy 5150 Students/Sex Discrimination and Harassment; Policy 5142 Section 504/ADA).

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of disability may contact the Board's Section 504/ADA Coordinator:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208
Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.

Americans with Disabilities Act, 42 U.S.C. § 12101, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, et seq.

Connecticut General Statutes § 10-15c, § 46a-58, and § 46a-81a, et seq.

Connecticut General Statutes § 1-1n, "Gender Identity or Expression" defined
Connecticut General Statutes § 46a-58. Deprivation of Rights

Adopted: December 10, 2019

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy 5118 Students/Non-Discrimination Policy and are available online at www.rsd13ct.org or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies (e.g., Policy 5118 Students/Sex Discrimination and Harassment; Policy 5142 Section 504/ADA).

All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the protected characteristics listed herein should file a written complaint with:

Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, disability (including pregnancy), veteran status or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage disability (including pregnancy), veteran status or gender identity or expression, he/she should make a written complaint to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

- A. Name of the complainant,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,
- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
2. provide the complainant (and respondent, if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;
5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

9. if the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination, may contact:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator:

Jennifer Keane
Director of Student Services and Special Education
Regional School District 13
135A Pickett Lane
P.O. Box 190
Durham, CT 06422
(860) 349-7208

Adopted: December 10, 2019

DISCRIMINATION COMPLAINT FORM
(For complaints based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Alienage, Ancestry, Disability (including Pregnancy), Veteran Status or Gender Identity or Expression)

Name of the complainant

Date of the complaint

Date of the alleged discrimination/harassment

Name or names of the discriminator(s) or harasser(s)

Location where such discrimination/harassment occurred

Name(s) of any witness(es) to the discrimination/harassment

Detailed statement of the circumstances constituting the alleged discrimination or harassment

Proposed remedy

PROHIBITION REGARDING SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students. Any student or employee who engages in conduct prohibited by the Board's sex discrimination and sexual harassment policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other

forms of electronic communications, to engage in any conduct prohibited by this policy.

Sexual Violence: Sexual violence is a form of sexual harassment. For the purposes of this policy, sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination or sexual harassment to promptly report such claims. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student feels that he or she has been subjected to sex discrimination or sexual harassment, he/she or his/her parent/legal guardian should make a written complaint to the Director of Student Services and Special Education or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 - A. Name of the complainant,
 - B. Date of the complaint,
 - C. Date(s) of the alleged harassment/discrimination,
 - D. Name(s) of the harasser(s) or discriminator(s),
 - E. Location where such harassment/discrimination occurred,
 - F. Names of any witness(es) to the harassment/discrimination,
 - G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
 - H. Remedy requested.
4. Any student who makes an oral complaint of harassment or sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as

due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.

5. 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 in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
6. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator.
7. The Title IX Coordinator or designee shall promptly investigate all complaints of sexual discrimination or sexual harassment against a student, regardless of whether the conduct occurred on or off-school grounds. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
8. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that his/her personally identifiable information not be shared with the alleged perpetrator, the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
9. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - a) offer to meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;
 - b) provide the complainant with a copy of

the Board's sexual harassment policy and accompanying regulations;

- c) consider whether any interim measures may be appropriate to protect the alleged victim, pending the outcome of the investigation;
- d) investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
- e) consider whether alleged sex discrimination or sexual harassment has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
- f) communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within sixty (60) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;
- g) when sex discrimination or sexual harassment has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee, and take steps to remedy the effects of the sex discrimination or sexual harassment;

10. If the student complainant or alleged perpetrator is dissatisfied with the findings of the investigation, he or she may file a written appeal within thirty (30) calendar days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or

designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sexual harassment or sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, within fifteen (15) school days following the receipt of the written request for review.

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy and regulations is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).

Copies of this regulation will be distributed to all students.

Title IX Coordinator

The Title IX Coordinator for the Regional School District 13 Board of Education is the Director of Student Services and Special Education, whose office is located at 135A Pickett Lane, P.O. Box 190, Durham, CT 06422 and whose telephone number is (860) 349-7208.

Notification of Rights under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (i.e., students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies

the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with the state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to

explore placement options for the provision of alternative educational opportunities.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory Information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

Model Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the

student or the student's parent; or

- h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
5. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
6. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that

- information to others for that purpose);
- b. the administration of any survey containing confidential topics (see #2, above, a-h); or
- c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise

- f. funds for school-related or education-related activities; and student recognition programs.

To protect student privacy in compliance with the PPRA, Regional School District 13 has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-8520

REGIONAL SCHOOL DISTRICT 13

YOUR RIGHT TO REQUEST INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student enrolled in a Regional School District 13 School, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether your child's teacher is teaching in the field of discipline of his or her certification and
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact the Director Student Services and Special Education, at 860-349-7208.

Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Regional School District 13 Board of Education (the “Board”) maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, “student data”). The address of the Internet website is www.rsd13ct.org. The Internet website includes copies of these contracts, and notices (in the technology section under [Student Data Privacy](#)) regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

REGIONAL SCHOOL DISTRICT 13
OFFICE OF THE SUPERINTENDENT

135A PICKETT LANE, P.O. BOX 190 DURHAM, CT 06422-0190
TELEPHONE (860)349-7200 FAX (860)349-7203
www.rsd13ct.org

August 2021

Dear Parents, Teachers and Staff:

The Regional School District # 13 school facilities have been inspected to determine the presence of asbestos and to evaluate the potential for human exposure to airborne fibers. As is the case for most schools, some asbestos-containing products were found in our school buildings.

An Asbestos Management Program has been developed to maintain these materials in a condition in which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year and the Asbestos Management Program is reevaluated every three years. **These materials do not pose any health hazard in their present condition.**

Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Region #13 schools should call Sue Gaudreau, Operations Manager, Buildings & Grounds at (860) 349-7238 and ask to see the Asbestos Management Plan which is on file in the maintenance office and the main office of each school.

Sincerely,

Sue Gaudreau
Operations Manager, Buildings & Grounds

REGIONAL SCHOOL DISTRICT 13
OFFICE OF THE SUPERINTENDENT

135A PICKETT LANE, P.O. BOX 190 DURHAM, CT 06422-0190
TELEPHONE (860)349-7200 FAX (860)349-7203
www.rsd13ct.org

To: Parents, Guardians, Teachers & Staff

From: Sue Gaudreau, Operations Manager, Buildings and Grounds

Date: August 2021

Topic: **Pest Management and Pesticide Application Program**

Regional School District #13 has developed policies and procedures for managing pest populations that pose 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 management program is to manage pests in order to:

- Reduce any potential human health hazard and/or to protect against a significant threat to public safety;
- Prevent loss or damage to school structures or property;
- Prevent pests 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.

The District has developed an Integrated Pest Management (IPM) Program to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment. IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Chemical controls are used as a last resort. No pesticide applications were applied inside any building during the past fiscal year (July 2020 – June 2021).

Legislation requires that all schools employ a certified pesticide applicator for any non-emergency use of pesticides in and around school buildings. Regional District #13 employs a professional licensed applicator to handle our General Pest Control Program. This company performs routine inspections, makes recommendations for corrective measures (such as repairs, filling cracks and mushy floors) and utilizes baits and traps to treat specific problems. The Integrated Pest Management Program expands and improves our current procedures while insuring the District meets all the requirements of this legislation.

The Integrated Pest Management Program uses a common sense approach by utilizing all methods of pest control to decrease the pests' access to food and their desirable habitat. The program requires: routine monitoring to identify potential problems; making recommendations for corrective measures; record keeping of inspections, sightings, recommendations and all applications made and the

use of pesticides after all the available options are deemed unacceptable or not feasible starting with the least toxic. A copy of this IPM Program will be maintained at each school in the administrative office.

District 13 does not utilize any pesticides inside of any school buildings and has not at any time over the past twenty-one (21) years. The District does not routinely apply any pesticides to our playing or ball fields. We do apply an organic fertilizer to all ball fields on a routine basis throughout the year.

In the event of an emergency situation that is deemed to pose a potential threat to human health, the application of a pesticide might be indicated. This will be done only after approval is received from CT DEP and all notifications required and might include; a notice sent home with the student, email, posting on the District website, phone calls or a posted notice at the site.

A copy of our Pest Control Management and Pesticide Applications Procedures, the IPM Program, related policies and procedures, sighting logs, monitoring reports, and pesticide application reports will be maintained in a binder at each school. Should you have any questions or concerns please contact Sue Gaudreau at 860-349-7238.

**Green Cleaning Program
In Schools
(CT Public Act 09-81)**

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Regional School District #13 is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

1. Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state owned buildings, schools and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third party certified organizations: Green Seal or Eco Logo

2. By July 1, 2011 and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.

3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners and soaps. The preferred green cleaning products used by this school district are listed on Attachment "A"

4. Disinfectants, disinfectant cleaners, sanitizers or antimicrobial products regulated by the federal insecticide, fungicide and rodenticide act are not covered by this law.

The following statement will be part of this school district's program as stated in the new law;

"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff.

Any questions concerning the program can be directed to:

Operations Manager
135A Pickett Lane
Durham, CT 06422
Telephone: 860-349-7238

Attachment "A"
Green Product Listing

This chart lists the types, names and manufacturers of the green products used by this school district as well as the location/area of application and the schedule of when each is used.

Product /Type	Name	Manufacturer	Location/Area	Frequency / Schedule
Neutral Cleaner	PC 101 Neutral & Glass Cleaner	M.D. Stetson/ Next-gen Supply Group	All Buildings/ throughout	Daily
Glass Cleaner	PC 102 Glass Cleaner	M.D. Stetson/ Next-gen Supply Group	All Buildings/ throughout	Daily
Degreaser	PC 107 Degreaser	M.D. Stetson/ Next-gen Supply Group	Kitchen	As needed
All-purpose Cleaner	PC 108 Spray & Wipe Cleaner	M.D. Stetson/ Next-gen Supply Group	All Buildings/ throughout	As needed
Bathroom cleaner	PC 116 Non-acid Restroom Cleaner	M.D. Stetson/ Next-gen Supply Group	Restrooms/ Showers	Weekly
Floor Cleaner	PC 117 Winterclean 365	M.D. Stetson/ Next-gen Supply Group	Floors	Summer/Winter
Floor Stripper	PC 118 EPS Stripper	M.D. Stetson/ Next-gen Supply Group	Classrooms/ Hallways	Summer
Floor Finish	Universal Floor Finish	M.D. Stetson/ Next-gen Supply Group	Classrooms/ Hallways	Summer
Multi-surface Cleaner	PC 120 Peroxide Multi-cleaner	M.D. Stetson/ Next-gen Supply Group	All Buildings/ throughout	Daily
Degreaser/Trap Cleaner	PC 121 Pro-zyme	M.D. Stetson/ Next-gen Supply Group	Drains	As needed
Hand Soap	AFIA Foaming Hand Cleaner	National Chemical Laboratories	Bathrooms/ Classrooms	Daily