

2020-2021 STUDENT AND PARENT HANDBOOK

Regional School District 13
Durham - Middlefield, Connecticut
Coginchaug Regional High School
P.O. Box 280
135 Pickett Lane
Durham, CT 06422

General Office Telephone (860) 349-7215
Guidance Office Telephone (860) 349-7221
Fax (860) 349-7136
www.rsd13ct.org/schools/crhs

School Colors
Blue, Red and White

School Teams
Blue Devils



ADMINISTRATION

Brian Falcone, Principal
Beth Melillo, Dean of Academic and Student Services

CENTRAL OFFICE

Kathryn Serino, Superintendent of Schools
Kimberly Neubig, Business Manager
Jennifer Keane, Director of Student Services & Special Education
Cori-Ann DiMaggio, Director of Curriculum, Instruction & Assessment
Susan Gaudreau, Operation Manager
James Croteau, Facilities Manager
Ken Pietrasko, Director of Information Technology

While this handbook will be utilized for the 2020-2021 school year, modifications will have to be made due to current circumstances. Please refer to the District and Coginchaug Regional high School Re-entry Plan for the most current information on Health and school/district related policies and procedures.

If you have any questions, please contact our school nurse or building administration.

Coginchaug Regional High School Core Values, Beliefs, and Expectations

Mission Statement

Coginchaug Regional High School engages and supports students in rigorous learning experiences. We expect our students to thrive in and improve upon their local and global communities.

21st Century Academic Expectations for Lifelong Learning and Social and Civic Expectations

All graduates of Coginchaug Regional High School will demonstrate high academic standards through the ability to:

1. Evaluate and process information.
2. Analyze and apply information.
3. Communicate clearly and effectively.
4. Work collaboratively.
5. Practice the District Core Ethical Values.

Regional School District 13's Core Ethical Values:

- Respect
- Responsibility
- Honesty

- Kindness
- Courage

DATES OF PROGRESS REPORTS AND GRADE REPORTS						
	1st Quarter	2nd Quarter	Midterm Exams	3rd Quarter	4th Quarter	Final Exams
Quarter Begins	September 3	November 5	January 20-25	January 26	April 1	June 11-16
Progress Period Ends	October 2	December 9		March 1	May 10	
Grades Close	November 4	January 25		March 31	June 10	June 16

- ★ **Report cards will be emailed home each quarter.**
- ★ **Dates may change to adjust for school closings due to inclement weather.**

ACADEMIC INFORMATION

COURSE OF STUDY

All students in grades 9-12 must select at least seven credits in their course choices including physical education and health. Exceptions to the above can be made only by the principal.

A student must pass a subject to be enrolled in the next sequential course. Special requirements must be followed as explained in the Program of Studies.

The school reserves the right to determine the student's level and placement when more than one section of a course is taught.

All students must take physical education unless excused for medical reasons. Only an official letter on file with the school nurse from a medical doctor specifying the duration of the excuse is acceptable.

Students who fail courses are advised to make them up either by increasing their course load or by attending summer school. Summer school credits will be accepted only with prior approval from a counselor. Generally, credit in summer school is awarded on a semester basis. A student will be granted credit for a full year course, after completion of summer school, only if the student passed at least two quarters of work during the regular school year.

Students wishing to complete high school in less than four years should adhere to the following procedure in their sophomore year:

- Parent-student conference with the counselor.
- Students and parents must submit a written petition to the Board of Education, through the principal, stating the reason(s) and requesting permission. Only the Board of Education can grant permission.
- All students must meet all graduation requirements; any exceptions must be approved by the Board of Education.

COURSE CHANGES

Course selections are made by the student in consultation with parents along with the advice and recommendation of the counselor and the teacher. At the beginning of the school year, students receive a schedule listing all courses which they selected. Changes will be allowed only with the approval of the student, parent and counselor if they meet the following conditions:

- Shortage of credits
- Prerequisite has not been met. (i.e. a course failed or not taken)
- A computer/technical or scheduling error or conflict
- To strengthen an academic program
- Adding a course if the desired class has not reached enrollment capacity

Requests for course changes should be addressed to the counselor and will be considered on their individual merits.

COURSE WITHDRAWAL

If a student wishes to withdraw from a course, then he/she should discuss the change with the counselor. Students may not take fewer than seven credits in a year. The approval of the teacher, parent, counselor, and in some instances an administrator, will be required before a student can withdraw. If the teacher, parent or counselor disagrees with the student's request to withdraw, a conference will be arranged involving all parties in order to resolve the issue. Any absence from class before the teacher receives official notification from the guidance office will be considered a cut.

Full Year Course:

1. Student withdraws before first quarter progress report date-no penalty/no credit; does not show on report card.
2. Student withdraws after progress report date but before first quarter grade is issued - no penalty/no credit; course name, and "W" show on report card and transcript.
3. Student withdraws after the first quarter but before the end of first semester, the student will be required to remain in class and take the mid-year exam if the drop is approved. Student withdraws with the grade to date.
4. Student withdraws after first semester - this is a "WITHDRAWAL WITH FAILURE" - full weight is assigned but no credit; final grade of "F" is assigned.

Semester Course:

1. Student withdraws before the first quarter progress report date - no credit; does not show on report card.
2. Student withdraws after progress report date but before the end of the first quarter of the class - no credit; grade of "W" will appear on the report card and transcript.
3. Student withdraws after the first quarter of the class - this is a "WITHDRAWAL WITH FAILURE" - full weight is assigned but no credit; final grade of "F" is assigned.

GRADING POLICIES

Grades are computed numerically and then assigned the appropriate letter grade.

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

The following definitions for letter designations are also used as appropriate:

I = Incomplete P = Pass M = Medical Excuse
W = Withdrawal WF = Withdrawal With Failure X = Incomplete Project

Final grades for year-long courses are computed as follows: 20 percent for each quarter, 10 percent for mid-year exam and 10 percent for final exam.

For semester courses, each quarter is 45 percent and the final exam is 10 percent.

Final exams must be taken in order to pass and receive credit in semester and full year courses. Failure to take an exam will result in loss of credit and a failing grade.

An incomplete grade not made up within two weeks of the end of a marking period will be recorded as a failing grade (F) unless an extension has been approved by the administration.

POWERSCHOOL

Parents will receive PowerSchool information from the school at the onset of the school year regarding access to their child's academic information including grades and attendance. The information sent to parents includes the PowerSchool web address, a user ID number, and a password. It is the responsibility of the parent and child/student to access the information in order to keep track of student progress and attendance information.

GRADUATION REQUIREMENTS

In order to graduate from Coginchaug Regional High School, students must fulfill the following requirements:

1. Twenty-six (26) credits must be earned

2. For the Class of 2020, 2021 & 2022

Distribution of Credits	Credits
English	4
Social Studies including U.S. History and .5 credit of civics (American Citizenship)	3.5
Science including one year of Biology	3
Mathematics	3
4 years of Physical Education (unless medically excused)	2
Health 9, 10, 11, 12	1
Fine Arts/Vocational Arts	1
Other Courses of Choice - To reach requirements for your year of graduation	8.5

2. For the Class of 2023

Distribution of Credits	Credits
English	4
Social Studies including U.S. History and .5 credit of civics (American Citizenship)	3.5
Science including one year of Biology	3
Mathematics	3
4 years of Physical Education/Wellness (unless medically excused)	1

Health/Safety Education 9, 10, 11, 12	1
Fine Arts/Vocational Arts	1
Humanities Elective	.5
STEM Elective	3
World Language	1
Elective Credits	4
Senior Capstone Project	1
50 Hours Of Community Service	

3.

Promotion	Credits
to become a sophomore	5.5
to become a junior	12
to become a senior	19
or a planned program to meet graduation requirements...	26

Parents of seniors will be notified at the end of each marking quarter in the event of failure to meet graduation requirements.

Exceptions:

1. Students are permitted to take a heavier than normal load of courses so that they can complete the regular high school program in less than four years. Students desiring an accelerated program will be required to submit a request for approval to the principal prior to the end of the sophomore year.
2. Students may be exempted from the P.E. requirements (credits) for medical reasons, but must still earn twenty-six credits (or the designated number under the phase in process) in order to graduate.
3. Special education students must fulfill the credit requirements for graduation at a level determined by their Individualized Education Program.

ONLINE COURSE WORK

The maximum number of online courses a student can take to receive a Coginchaug Regional High School diploma is two credits. Online courses are not weighted in the calculation of GPA.

ONLINE COURSE RECOVERY

No online course recovery courses will be assigned after the fourth quarter progress report. Students needing recovery and meeting the requirements will have to complete and retake the course during summer school.

TRANSFER CREDITS

Transferred courses offered at Coginchaug will be documented as a grade on a transcript and will be counted towards the GPA.

PARTIAL DAY MAGNET SCHOOL CREDIT

Credit will be awarded on a pass/fail basis and will not count toward the GPA.

MID-YEAR/FINAL EXAMINATIONS

Students must take exams in order to pass and receive credit in semester and full year courses. Students who cannot be present for an exam must have a parent call the school office on the day of the exam and talk to an administrator in order to be eligible for a make-up. Only students with administrative approval will be allowed to make up missed exams. This approval will be made on a case-by-case basis considering the specific reason for the absence. Students who are late for an exam must report to the office prior to going to their exam. On exam days, students are required to be in school only for scheduled exams. Students who are in school when they do not have an exam may study in the library, the cafeteria or a resource room.

Buses will run on an early closing schedule during exams. Students who arrive or leave at other times are responsible for their own transportation. If students leave school grounds before or after their scheduled exams they will not be allowed to reenter school. Students are not allowed to visit other schools during exam periods.

Food will be served in the cafeteria according to an announced schedule.

In the event of school cancellation on an exam day, the day missed will be made up on the day of return to school, with the remaining days to follow in consecutive order.

EXAM EXEMPTIONS

Seniors will be exempt from taking final exams if they meet the following criteria:

Full Year Courses (excluding UCONN and AP courses):

- Seniors must have a 90 average up to the day of the exam.
- The mid-term will be included when computing this average.
- Seniors cannot have a quarterly average below a B- during any marking period.

Semester Courses:

- Seniors must have a 90 average up to the day of the exam (both quarters combined).
- Seniors may not have a quarterly average below a B- for either quarter.

★ If a senior meets all of these criteria, he/she has the option of taking the final exam.

PROGRESS REPORTS

Progress reporting is done on an ongoing basis through the PowerSchool parent and student portals. At the midpoint of a marking period parents will be emailed a reminder to check their son/daughter's progress. Teachers may also send progress reports at other times during the marking period if a sudden change in progress occurs. The counselors also monitor student progress through PowerSchool to identify students in need of greater assistance.

GPA COMPUTATION

All classes are weighted equally except for Honors Level, Advanced Placement and the University of Connecticut Cooperative Program courses, which receive additional weight. Physical Education, Chamber Choir, Show Choir, Jazz Ensemble and SAT Prep are not included in GPA. To compute GPA in class the following values are assigned to each grade:

Grade Point by Level

Grade	AP/UConn	Honors	College Prep A/B, Electives
A+	5.33	4.83	4.33
A	5.00	4.50	4.00
A-	4.66	4.16	3.66
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.66	3.16	2.66
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.66	2.16	1.66
D+	2.33	1.83	1.33
D	2.00	1.50	1.00
D-	1.66	1.16	0.66

A student's GPA is the sum of the grade points earned divided by the number of credits taken. (The grade in a full year course thus affects the GPA more than a semester course or quarter course. The weight is proportional to the length of the course). This GPA in class is used primarily on transcripts for college admission and for certain senior awards. A student's GPA in class is cumulative and is computed at the end of the year. Midterms and final exams are included in this determination.

HONOR ROLL

An Honor Roll will be published at the end of each marking period. The same numerical values assigned for GPA in class are used to compute the Honor Roll. To attain Honors, a student must have no grade below a B- in a non-weighted course, C+ in an honors level course and C- in an AP/Uconn course. High Honors will be awarded to students receiving a grade point average of 3.666 or higher and no grade below a B- in a non-weighted course, C+ in an honors level course and C- in an AP/Uconn course.

- * Eligibility for the Honor Roll will be based on the grade from the previous quarter.
- * Students must be full time and carry a minimum of five credits to be considered for the Honor Roll.

GRADUATION “WITH DISTINCTION”

Seniors graduating with a GPA of 3.70 or better will be designated on the program as graduating “With Honors” and those with a 4.00 or better will be designated as graduating “With Honors and Distinction.”

The official calculation for GPA is based on the first 14 quarters and is calculated at the end of the first semester of senior year. (Seniors are required to meet all Coginchaug graduation requirements in order to be eligible to graduate with the designation of “With Honors” or “With Honors and Distinction”)

EARLY COLLEGE ADMISSION

The Board of Education will award a diploma to any student who has successfully completed the 11th grade and has successfully completed at least one year at an accredited college.

All students are required to carry a minimum schedule of seven credits per year. Exceptions can be granted only by the principal.

Students planning to pursue a college education should take a program which consists of three to four credits in the major academic courses (including Foreign Language). Students planning to enter a business or technical career may need additional courses as well.

Students and parents should map out a four-year high school program which will leave a student the maximum number of options. Please consult with a counselor to create such a program.

SCHOLASTIC ACHIEVEMENT TEST (SAT)

The SAT is mandated by the state to assess students’ abilities in reading, writing and math. The test is given to juniors on dates to be determined by the State Department of Education and the College Board.

PSAT & SAT INFORMATION

Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for Freshman, Sophomores and Juniors will be held during the school day.

The Scholastic Assessment Test (SAT) registration is online @ collegeboard.com and the American College Test (ACT) registration is online @ ACT.org. More information is available in the guidance office.

SCHOOL CODE NUMBER

The school code number for Coginchaug Regional High School is 070160.

TRANSCRIPTS

Students needing official transcripts for college admission, school transfer or other reasons must sign a release form. If the student is under 18 years of age, parent/guardian signature is required on the release form. Seniors requiring transcripts for college applications should allow at least three weeks for them to be processed.

WITHDRAWAL FROM SCHOOL

Students must stay in school until age 18 unless he/she graduates from high school or his/her parent or guardian personally appears at the school and signs a withdrawal form consenting to his/her child's withdrawal from school.

HOMEWORK POLICY

In an instant where a student is absent from school, homework should be completed and turned into the teacher within 48 hours after the student returns to the next scheduled class. If the assignment is posted on Google Classroom and the student has access to the appropriate materials, the homework is due the next scheduled class.

ATHLETICS

The Coginchaug community is proud of its tradition of athletic excellence. Multiple levels of participation (Freshmen, JV, Varsity) exist within programs to meet the needs of our student athletes. Please visit CRHS website for more information.

Eligibility Requirements

Academic Eligibility

- Student Athletes must meet the academic eligibility requirements of the CIAC.
- Student athletes must maintain an overall 1.666 GPA (C- average) each quarter.
- Students cannot fail two or more courses within a quarter or on their final school year grades.
- Fall Season eligibility will be based on the final grades earned during the previous school year and a quarter four GPA of 1.666 or above.
- Winter and Spring Season eligibility will be based on grades earned during the previous academic quarter.

Current Health Physical from a Physician – Submit to Nurses' 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.
- Grade 10 Students – State law requires complete primary immunizations of our students. District #13 requires these immunizations in 6th grade and 10th grade. A physical and blue State of CT Department of Education – Health Assessment Record form must be completed for all grade 10 students before they can begin practicing or playing a sport.
- All "Sports Physical Forms" and "Blue Health Assessment Forms" can be found in the nurses' office, outside the athletic office or on the RSD#13 website under "Health Services." Please pick up these forms PRIOR to going to your scheduled physical appointment.

Family ID-Information needed to Register:

- Physician's name and contact information
- Dentist's name and contact information
- Persons to contact in case of an emergency
- Medication information if applicable

Registration Process – A parent/guardian should register by clicking on the link below. Both the parent/guardian and student –athlete will need to read and add electronic signatures to all required documents. <http://www.familyid.com/regional-school-district> 13

Student-Athlete Participation Forms

- Submit to Coach Prior to First Contest

Please note: The Athletic Office will review all paperwork and add the student-athlete to the team roster if they are cleared to practice and play. All forms can be found on the CRHS website under the Athletics webpage.

CIAC Eligibility Rules

In order to represent your school, you must be a bona fide student and meet all CIAC eligibility requirements, including the school's academic requirements.

Student-athletes at all levels of play, e.g. freshman, junior varsity and varsity, must conform to all CIAC eligibility rules.

Eligibility for fall sports is determined by the number of credits received toward graduation at the close of the previous school year, not the fourth marking period grades. You must have received credit in at least four Carnegie units of work for which you did not previously receive credit to be eligible for fall sports participation. This may include credits earned during the summer. Thereafter, marking period grades, not semester grades, are used to determine eligibility. You must take and earn passing grades in at least four quarter Carnegie units and meet the academic requirements of your school to achieve eligibility. For additional information on academic eligibility, consult your athletic director or school principal. Also, see Appendix B in the CIAC Handbook for additional information on eligibility.

Scholastic failures may not be made up for eligibility purposes in any manner until the next report period grades are distributed. Scholastic incompletes must be made up within ten (10) school days following the date that student eligibility was determined for that marking period. Year-end failures may be made up through successful completion of local school system approved summer school courses in the courses failed.

First time ninth grade students will automatically be eligible for the first marking period.

You have eight consecutive semesters, or four consecutive years of eligibility from the date of initial entry into ninth grade. You may not participate in a specific school sport for more than four seasons in grades 9-12.

Student eligibility is determined on the date that report cards are distributed or on the fourteenth calendar day following the end of a marking period, whichever comes first.

You are responsible for knowing your school's eligibility policy, which may be different than the minimum policy established by the CIAC. Contact your athletic director or principal if you have questions on your school's eligibility policy.

Team Limitations:

The different nature and structure of sport teams often requires coaches to limit the number of athletes competing as part of an athletic team. Depending on the number of student-athletes that show an interest in joining the various sports teams, every coach may be forced, in any given year, to reduce the size of their

teams due to safety concerns, space limitations, and the availability of coaches. The athletic coach, hired by RSD#13, is the person responsible for selecting student-athletes to compete on a given athletic team. Final decisions will be at the discretion of the coach and Athletic Coordinator and within the CIAC rules.

- Transfer after Team Limitations or “Cuts”: A student-athlete may transfer to another sport with the consent of the coach(es) prior to that team’s first athletic contest.
- Coach’s Discretion: The head coach will determine whether or not a student-athlete can register for a particular sport after try-outs have been completed. (Prior to the team’s first athletic contest.)
- Transfers: Exceptions may be made at the discretion of the head coach and athletic coordinator for transfer students and students whose academic eligibility has been reinstated. Student behavior and academic standing will be taken into strong consideration.

The purpose of a JV team:

JV exists to provide those student-athletes unable to participate on the varsity squad an opportunity to develop skills and gain experience. While the student-athlete’s age, size or skill level may be the limiting factor in not making the varsity team participation on a JV team may enhance the student-athlete’s potential to develop skills and make the varsity squad in the future.

A caution, however, must also be given. Being a member of a JV teams does not guarantee that a student-athlete will automatically move to the varsity level the following year.

Striving to win is important in athletics; however, compiling a great record or winning a championship should not be the primary objective of a JV team. The development of student-athletes should be the ultimate purpose of a JV squad while at the same time acknowledging the value of winning, learning, and enjoying being a member of a team.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization whose main purpose is to create and promote enthusiasm for scholarship, leadership, character, and service in the students of Coginchaug Regional High School. The Coginchaug Chapter is governed by the Constitution of the National Honor Society of Secondary Schools as well as local bylaws. Any junior or senior who has been a student at Coginchaug for at least one semester and has maintained at least a 90 average (3.666) weighted will be eligible for candidacy. There is one selection period per school year, which begins after the close of the first marking period with the Induction Ceremony in the fall.

The procedure for selection is as follows:

- A. At the close of the appropriate marking period, the guidance department compiles a list of all eligible students who have the required cumulative grade point average.
- B. The advisor of NHS meets with students eligible for NHS membership to inform them of the steps involved, the membership selection procedure, and instruction regarding the completion of the application.
- C. The Faculty Council of the National Honor Society selects members to the honor society based upon review of the student application for membership.
- D. Once inducted, members must adhere to all standards of the society and must provide individual and group services to the school and community.

Non-Selection:

If a student is not selected for membership, the student and/or students' parents will receive written notification. A student not selected for membership has the opportunity to meet with an advisor to review specific reasons for non-selection. There are no appeals. A student not selected in their junior year, may re-apply as a senior.

Dismissal:

Members of the National Honor Society who fall below the standards which were the basis for their selection will be warned in writing by the advisor and will be given a reasonable amount of time to correct the deficiency. In the case of a flagrant violation of school rules or civil laws a member does not necessarily have to be warned.

Members who have an unexcused absence from an NHS commitment will be given a written warning, requiring both student and parent signatures. Members who have a second unexcused absence will be dismissed. Absences from commitments can be excused only by the chapter's advisors.

In the case of impending dismissal, a member shall have the right to a hearing before the Faculty Council.

SCHOOL COUNCIL

The representative School Council is an active decision-making group in the school. The Council has authority over:

- Discussion of areas of student interest.
- Recommending changes in rules for student behavior (subject to approval by the school administration and/or the Board of Education).
- Official inter-school communications as the school's student government body.

The Council consists of twelve students (4 Seniors, 3 Juniors, 3 Sophomores, 2 Freshmen), and an advisor. Class Councils elect representatives from their membership. The Council meets bi-weekly.

CLASS COUNCILS

Each of the four classes at Coginchaug is represented by a class council. These councils plan social activities and fundraising events in addition to supplying representatives to the School Council. In order to serve on a Class Council a student must obtain 25 signatures of students in his/her class and maintain at least a C-average. Advisors to the Class Councils are:

Senior Class Advisor	Mr. Docker
Junior Class Advisor	Ms. Schilling & Ms. Altieri
Sophomore Class Advisor	Mrs. Hurlbert
Freshman Class Advisor	Mrs. Germnd

SCHOOL COUNSELING DEPARTMENT

The Coginchaug Counseling Department is committed to assisting students in all aspects of their high school experience. The counselors provide a four year program of planned group and individual meetings to assist each student and parent with orientation to Coginchaug, course selection, career and post high school planning, academic progress, and personal counseling.

The staff consists of:

Lynn Schofield – School Counselor

Leslie Stratton – School Counselor

Stacy DellaCamera – Psychologist

Kathy Bottini - Social Worker

Melissa Ronan – Secretary

Students will be assigned a counselor according to the student's last name. Students should check their class schedule and the counseling office for their assignment.

The counselors are here to assist students. They are trained, skilled, mental health counselors who will work individually and in-groups with students in need of assistance. Students experiencing any type of developmental or personal difficulty will find a willing listener in their counselor.

Students may see the guidance secretary to schedule an appointment with their counselor. They are also free to stop in the counseling office before school, between periods, during lunch, during free blocks or after school to contact their counselor.

Parents are encouraged to call 860-349-7221 between 7:30 a.m. and 3:00 p.m. to speak to a counselor or to arrange an appointment. There are many evening programs for parents and students that are scheduled during the school year. The specific agendas for these evening programs and other pertinent information regarding the counseling department are publicized throughout the school year. Parents may also feel free to consult with counselors regarding any concerns about their child.

The counseling provided is usually short term in nature, and counselors can provide a list of available, qualified community resources for families in need of on-going services.

TEACHER EXTRA HELP

X Block: There is a fifteen minute block of time Monday through Friday, built into our high school schedule, where students have the opportunity to eat breakfast in our cafeteria, meet with peers to complete projects, utilize our school's library and to meet with any of our teachers for extra help.

Student Centered Assistance: Each Monday we have a 50 minute block of time, built into our high school schedule, where students have the opportunity to meet with any of our teachers for extra help.

After School: Monday through Thursday of each week our teachers offer extra help sessions after school from 2:02 – 2:25. More intensive arrangements can be made with specific teachers to assist students if needed.

STUDENT ASSISTANCE TEAM

The Student Assistance Team consists of administrators, school counselors, the nurse, special education and regular education teachers, and the school psychologist and social worker. This team meets biweekly to review students who are experiencing difficulty in school and discuss options that may be of assistance to them. Students may refer themselves or may be referred by parents, teachers, or other students. Initial referrals to the SAT should be made through the student's school counselor.

SPECIAL EDUCATION

Coginchaug provides services and programs to meet the particular educational needs of students whose disabilities have resulted in learning difficulties. Parents (or students over age 18) who are concerned about their student's progress in school should contact a counselor or administrator. "A Guide to Special Education in Connecticut for Parents and Students" will be mailed to parents to explain the Special Education processes. Placement in Special Education Services will begin only after an evaluation has been conducted to determine if a student has a disability and the extent of services needed has been assessed. A PPT (Planning and Placement Team) will determine if an evaluation is warranted, and then, once an evaluation is completed, if the services are appropriate.

There are many regulations regarding Special Education, so parents and students are advised to contact a school counselor and read the guide for helpful information.

ATTENDANCE & LOSS OF CREDIT

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.

- Any absence before the student's tenth absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this policy.
- For the student's tenth 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:
 - ❖ student illness (verified by an appropriately licensed medical professional);
 - ❖ religious holidays;
 - ❖ mandated court appearances (documentation required);
 - ❖ funeral or death in the family, or other emergency beyond the control of the student's family;
 - ❖ extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
 - ❖ lack of transportation that is normally provided by a district other than the one the student attends.

Written documentation from a parent/guardian will not excuse an absence after the first nine (9) days absent from class/school. Official and appropriate documentation, in accordance with this regulation, will be required to consider an absence excused after the first nine (9) days.

The determination of whether an absence is excused will be made by building administration. 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.

Please Note:

- Neither email nor text message shall serve to satisfy the requirement of written documentation.
- Regional School District 13 reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
- 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, building administration may grant up to a five (5) school day extension for provision of the completed documentation.

Those students who exceed established limits for certain types of absences from school or class will have credit withheld. If a student exceeds the established limits and loses credit toward graduation, only the credit will be withheld; the grades earned by the student will be recorded on his/her permanent record and incorporated into their grade point average. Parents and students will receive notification that credit is being withheld. When they receive this notification, they will have an opportunity to appeal the decision.

Students who exceed established limits for certain types of absences from school or class will have to complete the following to recover credit:

Quarter Class	Semester Class	Full Year Class	Number Of Online Course Units Needed To Recover Credit
X	X	Over 9 Days Absent	1 Unit
X	Over 9 Days Absent	Over 15 Days Absent	2 Units
Over 9 Days Absent	Over 15 Days Absent	Over 20 Days Absent	Credit Cannot Be Recovered

* To recover credit, units are required to be completed within a semester *

MONITOR THE NUMBER OF ABSENCES IN EACH CLASS

Throughout the school year, it is the responsibility of the student and parent(s) to monitor closely the number of absences, which have been accumulated in each course.

When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent consider carefully the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.

Cutting class can result in serious consequences and severe penalties because the school takes seriously its responsibility to care and account for students who are in school. This accountability is affected when a student is absent from or leaves the classroom without permission of the teacher. Students who become ill during the day should report to the school nurse or to the office if she is not available. They are not, under any circumstances, to leave school grounds or absent themselves from a class without administrative permission. All classes missed will be considered as cuts unless there has been approval for the missed classes. Truancy will count as cuts in all classes missed. The following policy will be in effect for class cuts:

- First cut: The classroom teacher will turn in a cut slip to the office to begin the credit withdrawal process; in addition, he/she will call home, and assign a one hour detention.
- Second cut: The classroom teacher will send notification to the office, and administration will assign a two hour detention. This will be grounds for credit withdrawal in a quarter or semester course. A formal letter will be sent to the parent (s) or guardian.

- Third and subsequent cuts: The classroom teacher will continue to send notification to the office. Credit withdrawal will occur, and an in school suspension will be assigned. A formal letter will be sent to the parent (s) or guardian.

Credit loss will occur upon the third cut in a full credit course or upon the second cut in a half or quarter credit course.

TARDINESS TO CLASS

All students are required to be in their classes on time unless they are detained by school personnel; in such cases, a pass shall be issued as an acceptable excuse for the tardiness. Students should be on time if they wish to help ensure credit for being present.

Three (3) unexcused tardies to class will constitute one (1) CUT. A student who arrives to class without a pass after the first ten minutes of the period will also be charged with a class CUT.

TARDINESS TO SCHOOL/LATE ARRIVAL - NOT ATTENDING HOMEROOM

All students are required to be in their respective homerooms prior to the first bell.

Tardies to School (Not in Homeroom Prior to 7:25)

Number of Unexcused Tardies Per Quarter	Consequence
2	Warning
3	Half Hour Detention
4	One Hour Detention
5	Two Hour Administrative Detention
Parking privileges will be suspended after five days of tardies to school each quarter	

Written documentation from a parent/guardian will not excuse a Tardiness to School/Late Arrival. Official and appropriate documentation, in accordance with this regulation, will be required to consider an absence excused.

EARLY DISMISSAL

All students are required to be in school from 7:25-2:02. Written documentation or a phone call from a parent/guardian will be required for an Early Dismissal.

REQUEST FOR RELEASE OF STUDENTS DURING THE SCHOOL DAY

Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Parents requesting dismissal before the normal end of the school day must make a written request, and/or come into the school office as prescribed by the parent/student handbook. All notes must be handed in prior to the end of X Block. Any notes or phone calls after such time may require additional documentation within 48 hours.

Early dismissal should be requested only in emergency or unusual situations. Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued quarterly. To be eligible to participate in an extracurricular activity, students are expected to attend school for at least four (4) hours that day. Only an administrator can grant an exception.

TRUANCY

Truant is defined as 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.

The Board of Education believes that regular school attendance is essential to the academic success of students. Furthermore, the Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior. Therefore, it is the policy of the Board of Education to monitor school attendance so as to identify students who are truant or habitually truant, and to enlist the cooperation of parents and, when necessary, the juvenile justice system, in order to address the problem when it arises.

JOB SHADOWS/COLLEGE VISITS

Each student is limited to three job shadows and three college visitations throughout the school year. The appropriate paperwork is required to be turned into building administration three days prior to the shadow or visit.

DANCES

During the school year students will enjoy dances sponsored by classes or clubs. Proceeds go to the club or group arranging the event. Dance regulations are as follows:

- Tickets will be sold only to Coginchaug students. Only Coginchaug students will be allowed to attend school dances (excluding the prom).
- The time for a dance is 7:00 to 10:00 p.m. An exception may be made by the school administration if approved when the sponsoring group submits its application.
- Students will not be admitted after 8:00 p.m. or one hour after the start of the dance without prior permission from the advisor/administration.
- No student who was absent or on suspension the day of the dance or absent or suspended from school the day before a dance held on Saturday, will be admitted. Students must be in school for four hours the day of a dance or the day before a dance held on a Saturday or no-school day. Exceptions can only be approved by an administrator.
- Students are expected to stay in the school building or designated outside area adjacent to the building throughout an event. Any student who leaves the function will not be readmitted. Parents take note that students may leave a dance at any time at their discretion. Loitering in the parking lot or on school grounds, however, will not be permitted.
- Students must adhere to the dress requirements stipulated by the students and chaperones sponsoring the function.
- Drug or alcohol use before or during school functions is strictly prohibited.

A Coginchaug student who wishes to bring a guest to prom must fill out the appropriate paperwork found in the main office. Their guest must be approved by the building administration prior to the prom. 8th graders may not attend the prom. High school graduates may not attend without prior approval. The Coginchaug student

will be held responsible for his/her guest's conduct. When the guest and student arrive at the function, the guest must be introduced to the advisor.

VISITORS

Coginchaug Regional High School welcomes school-age visitors provided they meet the criteria listed below:

- The visitor must be currently enrolled in a high school.
- The request to visit must be made and approved by an administrator at least two days prior to the visit. For high school student visitors the request to visit must be made in writing by a parent or guardian of the Coginchaug student with whom the visitor will be staying.
- Approval by teachers of the classes to be attended and by school administration is required prior to the visit.
- No visitors will be allowed prior to holidays, vacations, and exam periods or in the month of June.
- All visitors must register in the main office as soon as they arrive in the building and wear a visitor's pass.

The administration reserves the right to deny any visitor request.

Parents considering moving into District #13 may request that their son or daughter visit by contacting the school counseling department.

WORKING PAPERS

Students age sixteen or older may obtain working papers in the front office during school hours and until 3:30 p.m. State law requires a student to provide a promise of employment form (signed by the employer) and a birth certificate, passport or driver's license in order to be issued working papers.

HEALTH CARE

A registered nurse is available during the school day. Students who feel ill should report to the nurse's office. If the nurse believes a student is too ill to remain in school, a parent/guardian will be notified. The nurse's or administrator's permission is required to be dismissed for illness.

Medications: All medications must be transported to and from school by a parent/guardian and given to the nurse or building administration. A doctor's written order is required for school personnel to dispense medication, including over-the-counter medications like Tylenol and Advil or any topical preparations, or for a student to carry and self-administer a medication (such as an inhaler).

The Connecticut State Department of Education allows parents to choose not to have their students receive emergency administration of an EPI-Pen during an allergic reaction. Please inform the school nurse if you would like more information with regard to EPI-Pen use.

Section 10-206 of the Connecticut Education Laws stipulates that Boards of Education shall require each pupil enrolled in the public schools to have a health examination by a legally qualified practitioner of medicine or by the school medical advisor at least once in each three-year interval. All sophomores must have a complete physical examination, including Hematocrit or Hemoglobin, done by their own physician. This examination may be done anytime between June 1st of freshman year and the first day of school of junior year. Failure to do so will result in exclusion from school. Those who qualify on the basis of financial need may obtain the services of the Regional District #13 physician. Please contact the nurse for information.

Students participating in interscholastic sports must have an up-to-date physical examination on file in the Health Office. A student is eligible to practice and play interscholastic sports for 13 months from the date of his/her last examination. Students without an up-to-date physical on file with the school health office will not be eligible to practice or play with sports teams.

State mandated health screening for vision and scoliosis will be done for all freshmen during the school day. Vision, hearing and scoliosis testing will also be done for all students on a referral basis when necessary.

MASON LIBRARY

The library is a learning environment, collaborative learning is encouraged. This means that students may quietly discuss schoolwork with other students. Students who need to discuss schoolwork have an obligation to ensure that their discussion does not interfere with the needs of other students or library staff for a quiet place to study and work. Students who are not respectful of the need for a quiet environment will be asked to leave and may also be subject to disciplinary action.

Library Procedures:

Students may go to the library during study hall only if they need to use library resources to complete an assignment. Passes must be obtained ahead of time from the subject area teacher for whom they are completing the assignment. Students must report to the study hall teacher who will initial the pass and mark the time. Afterwards, they may come to the library where they will sign-in on the yellow study hall sheet and leave their passes. Students coming from study will remain in the library for the time period their pass designates. The sign-in sheet is checked with the study hall to ensure that all who have left the study hall have arrived at the library. Phones must be turned in at the circulation desk in order to use the library during class time.

DISCIPLINE

School discipline ensures the safety and security of the school community and promotes a productive educational environment. It must be based upon the acceptance of individual responsibility, mutual respect, fairness and consistency of process, and the belief that consequences for disciplinary infractions should be logical and natural. Each member of the school community has a responsibility to choose behavior that promotes the common good of all.

Students at Coginchaug Regional High School are expected to exhibit behavior that:

- respects all members of the school community
- reflects honesty and personal integrity
- enhances the learning process for all
- maintains a safe and orderly environment
- respects school and personal property
- observes school and district policies

CHEATING, PLAGIARISM, AND DISHONESTY

Academic honesty and personal integrity are essential elements of the learning process and responsible citizenship. It involves respect for the work of others, responsibility for one's own work, and the honesty to conduct oneself and one's studies in a trustworthy and forthright manner. The forging of signatures on notes/passes or the unexcused use/possession of keys or other school resources will result in administrative referral and disciplinary action.

Because academic integrity is so important, it is essential that all members of the school community - students, faculty, and parents - understand and agree to honor the following definitions of and expectations regarding cheating and plagiarism.

Cheating is acting dishonestly in one's work by using, accepting, or giving unauthorized or inappropriate assistance. Examples of cheating include (but are not limited to):

1. The inappropriate giving or receiving of academic material.
2. The unauthorized use of notes or resources on a test (including notes, cheat sheets, textbooks, cell phones, calculators, PDAs, etc.).
3. The copying of another student's class work or homework.
4. Collaboration on work without the teacher's knowledge and consent.

Plagiarism is presenting another's words, ideas, or organization as one's own, without providing appropriate and accurate documentation. Examples of plagiarism in school include (but are not limited to):

1. Copying, including cutting and pasting from electronic sources, summarizing, paraphrasing, or quoting from a source without providing appropriate and accurate documentation.
2. Using information gained from a conversation or interview without providing appropriate and accurate documentation.
3. Using the wording or organization of another (such as extensive revisions to a paper by a peer) without the teacher's knowledge and consent.
4. Using experimental data or hypotheses without appropriate and accurate documentation.

In order to keep the consequences and concept of cheating and plagiarism firmly in the minds of students, any teacher at his or her discretion, may require each student in his or her own handwriting to write and sign the following statement on any work: "I affirm that this work is free from plagiarism and/or cheating and is entirely my own product."

If a teacher determines that a student has cheated or plagiarized, the teacher will inform the student's parents, school counselor, and school administrators.

The first offense for cheating and/or plagiarism during a school year will result in administrative referral with appropriate administrative consequences. The teacher will inform the student's parent(s). The student will receive a zero for the assignment. The second offense in any school year for cheating and/or plagiarism will result in the student receiving a zero for the assignment, disciplinary consequences, and permanent loss of eligibility for induction into honor societies like: National Honor Society, Spanish Honor Society, etc. A third offense in any school year for cheating and/or plagiarism will result in the student receiving a zero for the assignment and further disciplinary consequences.

DANGEROUS BEHAVIOR

Each of us has the right to secure an orderly environment. Behaviors that endanger the safety and well-being of others will not be tolerated. Examples of such actions range from possession of dangerous instruments or weapons or materials that cause injury, to throwing snowballs. Such behaviors will automatically result in administrative intervention and parental contact; in addition, they may include suspension, police involvement, and referral for expulsion.

DEMEANING & ABUSIVE BEHAVIOR

We are all responsible for appropriate language and behavior. Foul or abusive language/gestures, intimidation, sexual harassment, harassment, hazing or threatening interfere with one's expectations for a positive learning environment. Conduct of this nature will be addressed with consequences ranging from administrative intervention to suspension with possible police referral.

DISRUPTIVE BEHAVIOR

Maintaining an environment that is conducive to learning is essential to our mutual objectives; behavior that disrupts this environment will not be permitted. Such things as shouting, running or "horseplay" in the halls, offensive language, inappropriate or excessive display of affection, panhandling, or inappropriate pictures, undermine a positive school atmosphere. Consequences of these behaviors will range from adult intervention to administrative action.

DISTRACTING & INAPPROPRIATE BEHAVIORS & MATERIALS

The focus of our school day is primarily academic. Materials or behaviors that distract from the educational environment are not permitted during the school day. Distracting behaviors are, likewise, prohibited. These include but are not limited to; card playing, gambling, inappropriate clothing, inappropriate pictures, locker decorations, the use of "toys" within the building, and the possession of non-alcoholic beer or wine. In addition, the unauthorized sale of food, candy, soda, etc. is not permitted. Such behaviors will result in disciplinary intervention and confiscation of materials. A parental conference may be requested before materials are returned at the discretion of the administration.

FIGHTING

Reasonable behavior dictates respectful interaction. It is the student's responsibility to do whatever he/she can to avoid confrontation and defuse potential problems. This should include walking away from confrontational situations and informing school authorities. Fighting or aggressive "hands on" behavior is not acceptable and will result in a suspension from school. The number of days of the suspension will depend upon the individual situation. In addition, behaviors that increase rather than resolve conflict will be addressed with administrative intervention.

ILLEGAL BEHAVIOR

Students choosing to engage or participate in illegal behavior will be subject to suspension and/or expulsion. All illegal behaviors will be reported to police, e. g., possession/use of alcohol or drugs on school property or at any school sponsored event, possession or transmission of any firearm, knife, explosive, deadly weapon, martial arts weapon, or dangerous instrument, initiating or aiding in a bomb threat or false alarm, theft, vandalism, and assault and battery. To ensure a safe learning environment students who are aware of classmates engaging in illegal behavior have a responsibility to report this to the school. Failure to do so will result in disciplinary consequences.

INSUBORDINATION

The school, as a community, is based on a hierarchy of authority which must be followed. Respect and consideration for this authority are essential. Open defiance of a staff member, including verbal abuse, failure to comply with a request to go to the office, or giving a wrong name when asked, is not acceptable and will result in administrative action.

REMOVAL FROM CLASS/ACTIVITIES

Pursuant to state laws and BOE policy, when deemed necessary by staff, students may be asked to leave class/or school sponsored activity. Reasons may vary for such removal. Disciplinary sanctions may or may not follow.

RESPONSIBILITIES of STUDENTS at SCHOOL APPROVED ACTIVITIES

Our behavior should reflect a sense of pride and school spirit. Any student who attends a school approved activity on or off school property (e. g., field trips, dances, athletic contests, etc.) outside the normal school day, is governed by all school regulations. Students who do not follow regulations are subject to appropriate disciplinary action even when they are not on school property.

SMOKING/VAPING

Per district policy 5131.7 Smoking: There will be no smoking/vaping permitted within the confines of any of the schools or buildings in the District. Possession of all smoking/vaping materials by students is banned from all school buildings, functions and grounds. Smoking/vaping is not permitted in the proximity of the school buildings at any time. Any student who is in possession of a tobacco product or smoking/vaping paraphernalia will have those items confiscated.

- First Offense: 2 hour detention with a smoking/vaping research component
- Second Offense: Two 2 hour detentions with a smoking/vaping research component
- Third Offense: One day of in-school suspension
- Fourth Offense: One day of out-of-school suspension

Students who do not smoke/vape are forewarned to exit any lavatory or other area immediately if they see smoke or electronic cigarettes in evidence. They are expected to alert the nearest teacher or administrator. Students who do not exit such situations will receive disciplinary consequences for complicit behavior.

THREATS/VIOLENCE

As a school community, all members are responsible for their words as well as their actions. Any student who states or implies a threat of injury to a person or property, either verbally or physically, is subject to appropriate disciplinary action.

VANDALISM

Students vandalizing school property will be subject to suspension or expulsion and possible police intervention. In all instances, the student(s) involved will be held responsible for the cost of damages and/or the clean-up and repair of damages.

DISCIPLINE SANCTIONS

While the school expects that most students will make appropriate choices regarding their behavior, our philosophy dictates that inappropriate behaviors will be met with appropriate consequences. The school uses a variety of strategies to promote changes in behavior. To encourage acceptable behavior, the following sanctions will be administered when necessary:

30 MINUTE DETENTIONS/ONE HOUR DETENTIONS

Teachers or administrators may require a student to stay after school for failure to complete work or for disciplinary reasons. Students who cannot stay after school will have their parents contact the person who issued the detention and agree on an appropriate compromise. Students are expected to work quietly on appropriate assignments or homework. Detention is typically from 2:02pm until 2:32pm. A one hour detention is typically from 2:02pm until 3:02pm (Detention times are set at the discretion of the classroom teacher). The

student will be given a 24-hour courtesy notice in writing. The student is responsible for presenting this notice to his/her parent or guardian. If the student does not return the courtesy notice signed by either a parent or guardian, he/she will be directed to remain after school or will face further disciplinary action.

Failure to attend an assigned detention for inappropriate behavior will result in a one hour detention.

Failure to attend an assigned one hour detention for inappropriate behavior will result in an administrative two hour detention session.

ADMINISTRATIVE TWO HOUR DETENTION

Administrative detention is assigned to students who traditional disciplinary actions are not effective.

Administrative detention is two hours in length and is held directly after school from 2:02pm to 4:02pm. When an administrative detention is assigned, teachers are informed and they provide work, if any, for the student.

Failure to attend an assigned administrative detention session for inappropriate behavior will result in an additional administrative detention session.

Failure to attend a reassigned administrative detention session for inappropriate behavior will result in in-school suspension.

ACTIONS TO UNDO THE HARM.

Depending on the nature and severity of an infraction, students may be required to perform a service (such as cleaning an area, repairing damage, etc....) to undo the harm caused by the misbehavior.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION.

The administration may deny students access to class or school if they are (1) disruptive to the normal educational process, (2) posing a danger to themselves or others, or (3) in violation of school rules. The student suspended is expected to do assignments provided and will receive credit for such work when it is turned in. In determining the length of a suspension period, the administrator may consider evidence of past disciplinary problems. A parent conference if requested by the building administration must precede the student's return to school following a suspension.

Students will not be allowed to participate in after school activities (including athletic events, music events and dances) the day of and the day following an in-school and out-of-school suspension.

EXPULSION PROCEDURE

Upon recommendation of the superintendent, the Board of Education may expel any student whose conduct endangers persons or property, seriously disrupts the educational process or violates publicized Board policy.

REFERRAL TO POLICE

The school is not a sanctuary from the law. Any violation of a law may be referred to local or state police by the administration. Automotive violations are included.

The entrance point on this continuum will vary depending on the nature of the infraction. Anywhere along this continuum, as appropriate, the school will confer with the student, the student's parents and concerned teachers and counselors in an effort to change unacceptable behavior. To the degree possible, these strategies will include "natural consequences," such as losing an abused privilege or making amends for damages.

Ultimately, the only person who can correct a student's behavior is the student. The school will support behavioral contracts or other sincere self-correction efforts of those students who show a commitment to addressing behavioral difficulties. However, the school will not tolerate continued or habitual violations. Records will be kept of infractions, and repeated or cumulative infractions, regardless of their nature, will result in an escalation of consequences. No student will be permitted to continue disruptive behaviors that erode the quality of a peer's education.

DRESS

Student dress must conform to minimum health, safety and welfare standards. Please understand, we are not making judgments about style or people's taste in clothes. We are simply making a judgment about what we believe is appropriate dress for a school setting. (See BOE Policy 5132 Dress and Grooming)

The following are prohibited:

- Bare midriffs
- Girls-completely bare shoulders/spaghetti straps, halter tops or tank tops less than an inch wide. Boys-tank tops
- Articles having indecent or inflammatory writing, pictures, slogans, or displaying alcohol or other illegal substances (i.e. gang or sexually oriented signs/symbols).
- An article of clothing that could cause damage to other students or property (chains, belts, cleats, studded accessories, belts, wristbands, etc.) or clothing associated with gang activity.
- Clothing that is torn, ragged, or that has holes.
- Bare feet.
- Short shorts/skirts—per administration's discretion.
- Clothing or accessories that symbolize membership in a group which could be construed as disruptive to the educational process.
- An article of clothing that covers any part of the face or head, including hats, bandanas, and all other types of head coverings. ALL HATS MUST BE KEPT IN LOCKERS OR BACKPACKS AND CANNOT BE CARRIED AROUND BY STUDENTS DURING THE SCHOOL DAY.
- All non prescription eyewear.
- Underclothing worn as outerwear.
- See-through clothing.
- Pajama bottoms and tops.
- Slippers
- Garments designed to be worn out-of doors.
- Shirts with cutoff sleeves
- Footwear which marks/damage floors or is a safety hazard.
- Exposed undergarments
- All pants to be worn at waist level or above

ADMINISTRATION SHALL DETERMINE SPECIFICS ON ATTIRE

Students who are not dressed appropriately will be asked to put something else on that meets the requirements of our dress code. If they have nothing else to wear in school, the nurse will call the parents to bring in another outfit and the student will sit in a designated office area until appropriate clothing is available.

SECURITY CAMERAS

Security cameras are located in public areas throughout our building to record activity that is in view, and to ensure the safety and well-being of our students and staff. School administrators and security personnel have access to this recorded information.

CELL PHONES

The use of cell phones in the classroom setting is strictly prohibited. Cell phones must be placed in backpacks or in teacher storage bins during class periods. If a student is found to be in possession of a cell phone during class time, they will be required to surrender the electronic device to the teacher for the remainder of the day. Failure to comply with the teacher request will result in an office referral for insubordination and administration being called to confiscate the cell phone.

Students may use their cell phones during study hall, lunch and in the hallways between class time.

If a student chooses to bring an electronic device to school the school district will not be responsible for loss or theft of such an item.

PHOTOGRAPHS

Teacher sanctioned photos may be taken throughout the school day, or at any school function, and may be used for yearbook, the school newspaper, parent bulletins, the school website and in the classroom. To opt out of the publication of or dissemination of your child's photo, submit a written request to the principal by the first quarter progress report.

VIDEO RECORDING

Video recording in school without specific faculty permission is prohibited and could lead to disciplinary action where warranted.

HATS/HOODS

Hats/Hoods are not to be worn in the school building. Hats must be stored in student lockers or backpacks and cannot be carried around by students during the school day. Hats will be confiscated from students if they are not stored in lockers or backpacks during school hours.

FOOD AND BEVERAGES

The unauthorized sale of food, candy, soda, etc. is not permitted.

Drinks: Energy drinks are discouraged on school property. Students can carry drinks with screw caps such as water bottles, but they must be kept in bags during class periods.

Any and all drinks brought into the school in the morning (coffee, soda, juice) must be thrown away before the end of the homeroom period. (first period?)

Outside delivery of food is not permitted.

STUDENT LOCKERS

Lockers are provided to students by Regional School District #13 for the purpose of storage of books, school related equipment and personal belongings. Students are expected to keep their lockers locked and in good orderly condition. For the security of the students' possessions, each locker has a unique combination. The lockers remain at all times the property of District 13, and it reserves the right to inspect student lockers at any time. Should District #13 have reasonable grounds for suspecting that a student has violated or may be

violating a law or school rule, an individualized search of the student's locker may be conducted in a manner reasonably related to the nature of the infraction. In addition, the administration reserves the right to inspect lockers on a regular basis without notification. All students will be assigned lockers in September. Students must sign an agreement that they are accepting responsibility for their lockers and for maintaining them in the same condition as received. Students are responsible for the condition of the locker assigned to them and the cleanliness of the contents. The cost of repair or repainting locker damage caused by writing on painted surfaces, affixing non-removable stickers, or bending or otherwise damaging metal parts will be charged to the student.

PERSONAL PROPERTY AND LOCKERS

Students should not bring valuable personal property or large sums of money to school. Lockers are provided for the storage of books and coats during the school day. The lockers are school property and may be opened by the administration at anytime. This also includes emergencies or when there exists reasonable suspicion for a search of the contents, consistent with board policy. The security of items brought to school cannot be guaranteed. If students need to bring valuable property to school, they must make storage arrangements with a school administrator in advance. The school is not liable for items unlawfully removed from student lockers or other areas of the school.

SEARCH of PROPERTY & STUDENTS

Students are entitled to the guarantees of the fourth amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of a particular student and school property when there is a reasonable cause to believe that the student may be in possession of drugs, weapons, alcohol and other materials in violation of school policy or state law. School property shall remain under the control of school officials and shall be subject to search. The search of property, including automobiles, could involve the use of a police dog.

Students will be provided notice of the Policy concerning search and seizure by having it placed in the student handbook.

Throughout the school year, visits will be scheduled by building administration with the State Police. During these visits, the State Police specially trained dogs will be utilized to detect illicit drug odors and residual odors to deter students from bringing illegal substances to school. These visits will not be announced to the parents or students.

During the campus search, the school will go into lockdown and students will not be allowed to leave their classrooms. The dogs will sniff the air around student belongings, lockers, classrooms, storage areas, restrooms and cars parked on school grounds for potential contraband items. A building administrator will be present while the State Police conduct their search. If illegal substances are discovered, the appropriate action will be taken by building administration, per board of education policy, and by the State Police, per the law.

LOST, DAMAGED, OR STOLEN SCHOOL PROPERTY

Necessary books and materials are furnished by the school to each student for every course. If these books or materials are lost, stolen, or damaged in a manner to prevent reissuance, the student will be charged the replacement cost.

Repair or replacement costs will be charged for damaged books and materials. All financial obligations must be met before grade reports or transcripts will be furnished.

LOST AND FOUND

Items remaining in the lost and found will be donated periodically throughout the year. Ample notice will be given to the students prior to this donation.

PASSES

Students are not to be in the corridors, stairwells, foyers, lavatories, etc. during study hall or class without an authorized pass. Students must have a pass from the study hall teacher or the appropriate classroom teacher to go to the Nurse's Office, Main Office, Library or the School Counseling Office.

Although use of student lavatories is permissible during class time, abuses of lavatory privileges may result in the individual suspension of lavatory passes. Students must have a pass from the study hall teacher or the appropriate classroom teacher to use the lavatory.

The privilege of requesting a pass can be revoked if the student is disruptive, misuses the pass, cuts class or breaks other school rules. An escorted pass can be assigned due to the abuse of the pass system.

During the last 10 minutes of the school day, passes will only be distributed for situations in which the teacher feels necessary. Students will not be granted permission to utilize the lavatory or nurses office unless authorized by the teacher.

PHONE CALLS

The front office phone is for use by students only in emergency situations. The office staff will relay messages to students only in emergency situations when verified by the administration.

STUDY HALLS

All study halls will take place in the cafeteria. Attendance will be taken. Students wishing to leave the cafeteria and see a teacher or utilize the library will need an appropriate pass.

LUNCH PERIOD

During lunch periods, students are to remain in the cafeteria or in the outdoor courtyard area. Students are responsible for disposal of all litter. Food must remain in these areas. Students are expected to leave their tables' clean, dispose of all litter, and return their trays. Throwing food is considered a serious offense.

SENIOR PRIVILEGE

EARLY DISMISSAL PRIVILEGE

Seniors are provided the privilege to leave school the last period of the day if they have an unstructured study hall. Students must report and sign out in the main office before they leave. This privilege will be revoked temporarily or permanently for the following reasons:

- If a student is tardy to school they will lose the privilege to leave early that school day.
- If a student has a grade less than 70 in any one subject area on their report card, they will lose the privilege to leave early until the grade is improved as documented on the following report card.
- If a student has a detention or ISS they will lose the privilege to leave early that school day.
- If a student does not follow the procedure and rules for Senior Early Dismissal, they will lose the privilege to leave early for a time determined by building administration.

LATE ARRIVAL PRIVILEGE

Seniors are provided the privilege to arrive late to school if they have an unstructured study hall. Students must report and sign in the main office before the end of X Block. This privilege will be revoked temporarily or permanently for the following reasons:

- If a student has a grade less than 70 in any one subject area on their report card, they will lose the privilege to arrive late until the grade is improved as documented on the following report card.
- If a student has a detention or ISS they will lose the privilege to arrive early that school day.
- If a student does not follow the procedure and rules for Senior Late Arrival, they will lose the privilege to arrive late for a time determined by building administration.

A permission form must be completed and turned into the main office for administrative approval each quarter to receive senior privileges.

Upon arrival and departure to and from school, all seniors must sign in and out in the main office.

Privileges will be suspended or revoked if seniors accumulate excessive tardies to school.

LEAVING THE BUILDING OR SCHOOL GROUNDS

If a student becomes ill at school, he/she should be sent to the nurse. The nurse will assess and determine if the student should be dismissed from school. If the nurse feels dismissal is necessary, she will contact the appropriate person. Under no circumstances should the student be dismissed for illness by any other means than the above mentioned. Failure to follow the proper procedure will be considered an unexcused absence, cut, or truancy. No student will be allowed back into the building after leaving the school without permission. If a student leaves school grounds their parents will be notified. ISS will be assigned for leaving without permission the following school day or parking privileges will be revoked.

TRANSPORTATION INFORMATION

BICYCLES/SKATEBOARDS/SCOOTERS

Bicycles, skateboards, and scooters are an acceptable means of transportation. With safety in mind, students must observe all rules of the road. Riding bicycles, skateboards, or scooters (other than to and from school) is strictly prohibited on school grounds.

Please remember - State Law requires children 15 years of age and younger to wear an approved helmet.

BUS CODE

If a child is unruly on the bus and refuses to obey the driver, such child shall be taken to his destination and the school administration shall be advised. The first offense will result in a warning to the child's parent from school administration. The next offense will result in suspension from the bus for a period not to exceed one week. A third offense may result in suspension from the school bus for the remainder of the school year. The student or parent is then responsible for their transportation to and from school.

If any child misbehaves so as to endanger the safety of the other passengers, he/she may be put off immediately for an indefinite period. Action taken by the administration is at the request of the bus driver.

Every bus student must remain on the bus in the morning until it reaches Coginchaug Regional High School. Getting off at any other place is forbidden. The same applies in the afternoon. Coginchaug Regional High School students board the bus at Coginchaug and get off at their stop.

BUS CONDUCT

These rules of conduct are established to ensure student safety and are for the benefit of each individual student. Students are encouraged to comply with these Rules of Conduct which contribute significantly to safety and the efficient operation of our transportation system. These rules apply at bus stops, loading zones, while riding the bus to or from school, and during school related activities.

Please be advised that electronic monitoring devices may be present on school buses.

RULES OF CONDUCT:

- Ride the bus to which assigned and will normally enter and exit only at their regular bus stop. (Students desiring to exit at other than their regular bus stop must present written permission from their parent or legal guardian which must be signed by a school administrator)
- Board the bus in an orderly manner without pushing or crowding of other students.
- Identify themselves when requested to do so by the bus driver.
- Refrain from boisterous conduct, fighting, or throwing on any object.
- Keep all portions of the body inside the bus at all times.
- Do not consume food or beverages or chew gum while on the bus.
- Remain seated at all times while the bus is in motion. (Seating assignments may be made at the discretion of the bus driver or school administrator)
- Do not use profane or abusive language or gestures.
- Do not smoke or possess lighting devices.
- Do not tamper with bus controls, radios, doors, or emergency exits.
- Do not exhibit a public show of affection for another student.
- Be expected to cause no property damage nor leave trash at any bus stop.
- Arrive at their bus stop five (5) minutes before the bus arrives.
- Do not write on seats or walls of the bus or intentionally damage or deface the bus.
- Exit through the front door only, unless otherwise directed by the bus driver.
- Not bring glass containers, live animals, balloon bouquets, or skateboards/bicycles. On the bus at any time.

Students will be advised that they may be suspended from transportation services and subject to further disciplinary action for violation of Rules of Conduct.

VEHICLES & PARKING PRIVILEGES

Transportation to school is available on district buses; therefore, driving to and from school is a privilege, not a right. Students who wish to park on school property must register their vehicle with the front office as soon as they begin driving to school and pay a \$50 parking permit fee payable to "Regional District 13 General Fund" – this fee will not be prorated regardless of the time of year when a permit is issued. Additionally, students must return a parking agreement form signed by him or herself and a parent/guardian. Parking permits will not be sold to any student with outstanding obligations to the school (e.g. missing textbooks, financial obligations, etc). Parking permits must be visibly displayed in the front windshield at all times and lost permits will be subject to a \$5 replacement fee.

The following constitute unsafe operation and may result in temporary or permanent loss of driving privileges:

- Exceeding posted speed.
- Failing to stop or yield, as required.
- Failing to yield to school buses in all situations.
- Transporting students in any vehicle except in seats provided. This includes a prohibition on students riding on hoods, tailgates, in the backs of trucks, or hanging out windows.
- Driving or parking in any non-designated areas, such as sidewalks, grassy areas, or athletic fields.
- Reckless driving.
- Parking in any location except designated parallel spaces. Students are not to park on any public road (e.g., Guire Road, Maiden Lane, Pickett Lane) to avoid parking on campus
- Leaving school without permission.
- Failing to display a parking permit.
- Parking in areas designated for faculty, staff and visitors only.
- Not parking in assigned parking spots.

Any student reported for any of the above infractions may lose driving privileges for up to thirty (30) days from the date of notification. Other disciplinary action may also be involved. Parents will be notified. Any second report may result in loss of privileges for the remainder of the school. Parking permit fee will not be refunded for suspended privileges.

Drivers who are not Coginchaug students and violate the above will be reported to the State Police, with the district filing charges against the violators. Any unauthorized vehicle on school grounds may be towed at the owner's expense. A vehicle without a properly displayed permit will be considered unauthorized. The student will be given a warning the first time. Subsequent failure to register may result in disciplinary consequences, a fine and/or towing.

Parking privileges will be suspended after five days of tardies to school each quarter.

STUDENT DROP-OFF

The student parking lot is south of the gym. The turn-around by the cafeteria is the only acceptable access road for those being dropped off or picked up. The faculty parking area is off limits for both student parking and drop-off/pick-up purposes.

Regional School District 13's policies are updated periodically. Please check the Board of Education Policies section of the district website at www.rsd13ct.org for updates.

BOARD OF EDUCATION POLICIES

STUDENTS 5113

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
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)

Policy Adopted: September 25, 1991

Policy Reviewed: January 25, 2011

Policy Revised: December 10, 2019

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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)

Policy Adopted: September 25, 1991

Policy Reviewed: January 25, 2011

Policy Revised: December 10, 2019

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 email.

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 to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and declines d 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 Team

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

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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 number 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), 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.

STUDENTS 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

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
 2. Part B, Subpart 1 of Title I (Reading First).
 3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
 4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
 5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
 6. Part D of Title II (Enhancing Education Through Technology).
 7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
 8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
 9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
 10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official. Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

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:

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:

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:

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

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.

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 violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
 - (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying 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
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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):

_____ 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)

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 .

Signature of Parent/Guardian Date

Name (Please print)

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 Director of Special Education, 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>

Policy Adopted: October 25, 1995
Policy Revised: October 12, 2011

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 instruction 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;
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.
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;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
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;
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;
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 to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
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;
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;
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;
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
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for this district is:
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.

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.

(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, DC20202-4605

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

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - o School officials with legitimate educational interest;
 - o Other schools to which a student is transferring;
 - o Specified officials for audit or evaluation purposes;
 - o Appropriate parties in connection with financial aid to a student;
 - o Organizations conducting certain studies for or on behalf of the school;
 - o Accrediting organizations;
 - o To comply with a judicial order or lawfully issued subpoena;
 - o Appropriate officials in cases of health and safety emergencies; and
 - o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

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

[Family Policy Compliance Office \(FPCO\) Home](#)

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Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-8520

Last Modified: 02/05/2015

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Complaint Resolution Procedure

Elementary and Secondary Education Act

34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or a agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bonafide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bonafide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

Nondiscrimination Statement

Regional School District 13 does not discriminate on the basis of disability, race, color, religion, age, sex, marital status, sexual orientation, gender, gender identity and expression, national origin, or ancestry with respect to employment practices or in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries and grievances regarding these non-discrimination policies and practices:

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 adopted 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 or diabetes, or specific food allergy);
- 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 a 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.

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:

- 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 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.

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

POLICY REGARDING WELLNESS

It is the policy of the Regional School District 13 Board of Education 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 of education, 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
- Incorporating a school garden, Farm to School, Farm to Cafeteria or Chefs Move to Schools activities that promote healthy eating
- 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
- Applying for the Healthier US School Challenge
- 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 teacher to student 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
- Participating in the Connecticut Red Ribbon PASS Program

C. Nutritional Guidelines for School Food

- Whether the district is in 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)
- A description of nutrition standards for school meals
- The website address of current school menus
- Description of federal Child Nutrition Programs in which the district participates (e.g. Fresh Fruit and Vegetable Program, Summer Food Service Program, etc.)
- How participation in the school meal programs will be promoted and how families are notified of the availability of Child Nutrition Programs and how to determine children's eligibility for such programs
- Whether school meals are prepared onsite or offsite, and if a food service management company operates the school meal programs
- Timing and duration of school meals that consider evidence-based research to support healthy eating
- Information about the availability of free drinking water throughout the school day
- Regulating a la carte, vending machine, concession and school store offerings in each school
- Regulating after school activity, field trip, school event and school party offerings
- Eliminating the use of food as a reward
- Eliminate 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

At a minimum, all reimbursable school meals (i.e. free and reduced lunches) shall 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 shall only be permitted of 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 Organizational Development to be responsible for the implementation and oversight of the school district's wellness program. The Director of Organizational Development 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.

Legal References:

Connecticut General Statutes:

- § 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 16-37, *An Act Concerning Connecticut's Farm to School Program*

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 after school 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

Directory Information

The District may disclose any of the items listed as “DIRECTORY INFORMATION” without prior written consent, unless notified in writing by parent/guardian to the contrary.

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 educational 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. *December 2018*

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
YOUR RIGHT TO REQUEST INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL
QUALIFICATIONS

As a parent of a student enrolled in 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.