

Woodbridge Board of Education WBOE
Policy Committee
Thursday, October 6, 2011 6:00 PM

WBOE Policy Committee October 6, 2011 6:00
PM District Office Conference Room Beecher
Road School South

Agenda

- I. **Call to Order**
- II. **Discuss outline for review of policies related to Technology/Web/Internet Usage and Social Networking**
- III. **Review and/or Modify Policies**
 - A. 5141.3(a) Health Assessments and Immunizations
 - B. 5141(a) School Medical Advisor
 - C. 3524.1 Pesticides
 - D. 5131.3 Bullying
 - E. 1000 Series
- IV. **Adjourn**

CABE's suggested policy.

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Parents wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

No record of any student's medical assessment may be open to the public.

As required, the District will annually report to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in either grade ~~ten or eleven~~ (Effective July 1, 2008: grade nine or ten). Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

Students

Health Assessments and Immunizations (continued)

(cf. 5111 - Admission)
 (cf. 5141.31 - Physical Examinations for School Programs)
 (cf. 5125 - Student Records)
 (cf. 5125.11 - Health/Medical Records – HIPAA)
 (cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
 10-204a Required immunizations ~~as amended by PA 96-244.~~
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments (~~as amended by June Special Session PA 01-1, PA 05-272 and PA07-58~~)
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student restricted; board to honor notice
 10-209 Records not to be public. Provision of reports to schools.
 10-212 School nurses and nurse practitioners
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. ~~as amended by PA 96-229, An Act Concerning Scoliosis Screening~~
 Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4
 20 U.S.C. Section 1232h, No Child Left Behind Act
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps rev. 4/00
 cps rev. 11/01
 cps rev. 5/03
 cps rev. 6/03
 cps rev. 7/05
 cps rev. 7/07
 cps rev. 6/11

TUBERCULOSIS CONTROL SCREENING GUIDELINES

The Connecticut Department of Public Health and the School Health Committee of the Connecticut Chapter of the American Academy of Pediatrics have revised their recommended guidelines pertaining to tuberculin testing requirements.

C.G.S. 10-206 (b) and (c) mandate that each student have a health assessment at three times during his/her primary and secondary school education. Such assessments are required just before school entry, during grade 6 or 7, and during grade 10 or 11. This assessment, per the statute, “shall include a test for tuberculosis when the local or regional board of education determines, after consultation with the school medical advisor and local health department that such a test is necessary.”

Routine tuberculin testing at each of the required examinations is not recommended, based upon the current low rates of transmission of tuberculosis in Connecticut.

The Connecticut Department of Public Health recommends that at *each* mandated examination, an assessment be made of the risk of exposure to tuberculosis. Students not already known to have a positive test should be tested if they have any of the following risk factors for tuberculosis infection:

- a. were born in a high risk country* of the world and do not have a record of a tuberculin skin test performed in the United States (*all countries in Africa, Asia, the former Soviet Union, Central and South America, Dominican Republic and Haiti);
- b. have traveled to a high risk country since the previously required examination;
- c. have had extensive contact with persons who have recently come to the United States since the previously required examination;
- d. had contact with persons suspected to have tuberculosis;
- e. have been living in a homeless shelter; or
- f. have HIV infection.

Schools should assure that all students originally from high risk countries who are entering school in Connecticut for the first time receive a tuberculin skin test.

The intradermal injection test (Mantoux) should be used if possible, in preference to multiple puncture (e.g. Monovac, Tine) tests. If a multiple puncture test is used, any reaction should be followed up immediately with a Mantoux test.

Although not required by law, it is recommended that children with significant reactions be reported to the local health department and the Connecticut Department of Public Health Tuberculosis Control Program.

CABE's sample regulation to consider.

Students

Health Assessments and Immunizations

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

- 1) Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enterers and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:

- a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:**

- 4 doses of DTP/DTaP vaccine (Diphtheria - Pertussis - Tetanus). At least one dose is required to be administered on or after the 4th birthday for children ~~entering school at 48 to 71 months of age~~ **enrolled in school at kindergarten or above**. Students who start the series at age 7 or older need a total of 3 doses.

~~(Pertussis immunization shall not be required after a student's sixth birthday),~~

- 3 doses of ~~Polio Vaccine~~ **either trivalent oral polio vaccine (TOPV) or inactivated polio vaccine (IPV)** with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)
- 2 doses of MMR vaccine (measles, mumps and rubella). One dose at one (1) year of age or after and a second dose, given at least ~~4 weeks~~ **twenty-eight (28) days** after the first dose, prior to school entry **in kindergarten through grade twelve (12)** OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory. **One dose on or after the child's first birthday for enrollment in preschool.**
- 3 doses of Hepatitis B vaccine (HBV) or ~~confirmed blood test~~ **has had protection confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.**
- 1 ~~booster~~ dose of Hib (Hemophilus Influenza type b) given on or after the first birthday, is required of all school children who enter school **prior to their fifth birthday** or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician, **physician assistant or advanced practice registered nurse**. Children five and older do not need proof of Hib vaccination. (Note: Primary Hib vaccine 3-dose series given at ages 2, 4 and 6 months.)

Students

Health Assessments and Immunizations (continued)

a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)

- Varicella (Chickenpox) Immunity –
 - (i) 1 dose on or after the 1st birthday or must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten; or on or after August 1, 2011 for entry into kindergarten two (2) doses shall be required, given at least three (3) months apart, the first dose on or after the 1st birthday.

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

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

Note: ~~In June 2006,~~ The National Advisory Committees on Immunization Practices (ACIP) changed the recommendation for routine vaccination against chicken pox (Varicella) from a single dose for all children beginning at 12 months of age to two doses, with the second dose given just prior to school entry. The ACIP also recommends that all school-aged children, up to 18 years of age, who have only had a single dose of Varicella vaccine to be vaccinated with a second dose.

- * Serologic evidence of past infection, confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory, or
- * Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had varicella (chickenpox) based on diagnosis of varicella or verification of history of varicella. ~~family and/or medical history.~~ (Date of chickenpox illness not required)

(iii) All students are required to show proof of immunity (see above) to Varicella for entry into 7th grade.

Note: The Connecticut Department of Public Health has indicated that a school-aged child, 13 years of age or older, will only be considered fully immunized if he/she has had two doses of the Varicella vaccine, given at least 4 weeks apart.

Students

Health Assessments and Immunizations (continued)

a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)

- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007 or enrolled in preschool or kindergarten on or after August 1, 2011.
 - (i) Two (2) doses of hepatitis A vaccine given at least six (6) months apart, the first dose given on or after the child's first birthday; or
 - (ii) Has had protection against hepatitis A confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
- Influenza Requirement for PK.
 - (i) Effective January 1, 2012 and each January 1 thereafter, children aged 24-59 months enrolled in preschool are required to receive at least one (1) dose of influenza vaccine between August 1 and December 31 of the preceding year (effective August 1, 2011).
 - (ii) Children aged 24-59 months who have not received vaccination against influenza previously must be given a second dose at least twenty-eight (28) days after the first dose.
- Pneumococcal Disease Requirement for PK and K
 - (i) Effective August 1, 2011 all students born on or after January 1, 2007, enrolled in PK and K who are less than five (5) years of age must show proof of having received one (1) dose of pneumococcal conjugate vaccine on or after the student's first birthday.
 - (ii) An individual shall be considered adequately protected if currently aged five (5) years or older.

Students

Health Assessments and Immunizations (continued)

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

All students in grades K-12 are required to show proof of 2 doses of measles, mumps, rubella vaccine at least 28 days apart with the first dose administered on or after the first (1st) birthday, or laboratory confirmation of immunity confirmed in writing by a physician, physician assistant or advanced practice registered nurse.

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

In those instances at entry to seventh grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given at least 4 weeks after the first. (Students entering 7th grade must show proof of having received 2 doses of measles-containing vaccine)

- Proof of Varicella (Chickenpox) Immunity.
 - (i) On or after August 1, 2011, two doses, given at least ~~4 weeks~~ three (3) months apart, the first dose on or after the individual's first (1st) birthday and before the individual's thirteenth (13th) birthday or two doses given at least twenty-eight (28) days apart if the first dose was given on or after the individual's thirteenth (13th) birthday, ~~for students whose initial vaccination is at 13 years of age and older or~~
 - (ii) Serologic evidence of past infection, or
 - (iii) A statement signed and dated by a physician, physician assistant, or advanced practice registered nurse indicating that the child has already had varicella (chickenpox) based on family and/or medical history. (Date of chickenpox illness not required)
- Proof of at least three doses of Hepatitis B vaccine or show proof of serologic evidence of infection with Hepatitis B.
- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students)
 - (i) On or after August 1, 2011, an individual eleven (11 years of age or older, enrolled in the seventh (7th) grade, shall show proof of one (1) dose of diphtheria, tetanus and pertussis containing vaccine, (Tdap booster) in addition to completion of the recommended primary diphtheria, tetanus and pertussis containing vaccination series unless:

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade – (continued)

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students) (continued)

(ii) Such individual has a medical exemption for this dose confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on having last received diphtheria, tetanus and pertussis containing vaccine less than five (5) years earlier and no increased risk of pertussis according to the most recent standards of care for immunization in Connecticut (C.G.S. 19a-7f)

- Meningococcal Vaccine (MCV4) Required for Grade 7 Students

(i) Effective August 1, 2011, one dose of meningococcal vaccine

NOTE: Students must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection to enter eighth grade.

- Immunization requirements are satisfied if a student:
 - (i) presents verification of the above mentioned required immunizations;
 - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
 - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;
 - (iv) presents a statement from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child;
 - (v) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

Students

Health Assessments and Immunizations (continued)

Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)

Students failing to meet the above requirements shall not be allowed to attend school.

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enterers, and students in grade 6 and ~~grade 11* (Effective July, 2008:~~ grade 9 or 10). This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers. This assessment must be conducted within the school year for students in grade 6 or ~~11* (Effective July 1, 2008:~~ grade 9 or 10). Parents of students in grade 6 or ~~11* (Effective July 1, 2008:~~ grade 9 or 10) shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary.

A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti);
2. travel to a high risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

Students

Health Assessments and Immunizations (continued)

Health assessments completed within two calendar years of new school entry or grades 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10) will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

(*Note: As an alternative health assessment could be held in grades 7 and 10.)

The District shall annually report to the Department of Public Health and to the local health director the asthma data pertaining to the total number of students per school and in the district obtained through school assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade 6 or 7, and in either ~~grade ten or eleven~~ (Effective July 1, 2008: grade 9 or 10). Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health assessment-related exclusion within five days of final exclusion notice. An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.
- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5, 6, 7, 8, 9

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

Students

Health Assessments and Immunizations (continued)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools.

Students eligible for free health assessments shall have them provided by the health services staff. Parents of these students choosing to have a health assessment conducted by medical personnel outside of the school system shall do so at no cost to the school system.

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

- 7) All candidates for all athletic teams shall be examined annually by the designated school physician at a time and place determined by the Director of Athletics and/or coach.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities at requires him or her to forego either a practice session of contest, that student will not be permitted to return to athletic activity until the school physician examines the student and pronounces him/her medically fit for athletics.

- Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
10-204a Required immunizations
10-204c Immunity from liability
10-205 Appointment of school medical adviser
10-206 Health assessments (as amended by June Special Session PA 01-4, PA 01-9, PA 05-272 and PA 07-58)
10-207 Duties of medical advisers
10-206a Free health assessments (as amended by June Special Session PA 01-1)
10-208 Exemption from examination or treatment

Students

Health Assessments and Immunizations

Legal Reference: Connecticut General Statutes (continued)

- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening.

Department of Public Health, Public Health Code, 10-204a-2a,10-204a-3a and 10-204a-4

20 U.S.C. Section 1232h, No Child Left Behind Act

Regulation approved:

rev 2/97
rev 4/00
rev 11/01
rev 3/03
rev 5/03
rev 7/05
rev 7/07
rev 12/09
rev 7/10
rev 6/11

A succinct sample regulation to consider.

Students

Health Assessments and Immunizations

A complete immunization record must be presented before a child enters any District school. For all students, this record must show dates of adequate immunizations against:

- Diphtheria;
- Pertussis;
- Tetanus;
- Poliomyelitis (initial series plus booster given on or after the fourth birthday); and
- Hepatitis B (three doses).

In addition, the following immunizations are also required:

Hib	1 dose given on or after the first birthday for students under five years of age.
Pneumococcal	1 dose given on or after the first birthday for students under five years of age who were born on or after January 1, 2007 and are enrolled in Pre-Kindergarten or Kindergarten on or after August 1, 2011.
Hepatitis A	2 doses for all students born on or after January 1, 2007 who are enrolled in Pre-Kindergarten or Kindergarten, on or after August 1, 2011. First dose given on or after the first birthday.
Influenza	1 dose for students under five years of age enrolled in pre-school, on or after August 1, 2011. Vaccine should be administered annually between August 1 and December 31 st . Individuals receiving the vaccine for the first time require two doses.
Measles, Mumps, Rubella	2 doses for all students enrolled in Kindergarten through grade 12, on or after August 1, 2011. First dose given on or after the first birthday.
Varicella	2 doses for those enrolled in Kindergarten or 7 th grade, on or after August 1, 2011. First dose given on or after the first birthday.
Tdap	1 dose, given after the 7 th birthday, of diphtheria, tetanus and pertussis vaccine for those enrolled in 7 th grade, on or after August 1, 2011.
Meningococcal	1 dose for those enrolled in 7 th grade, on or after August 1, 2011.

Under certain circumstances, proof of immunity based upon specific blood testing or disease certification is acceptable in lieu of immunization. Parents/guardians should be instructed to contact the school nurse for further information.

Regulation approved:

cps 6/11

STATE OF CONNECTICUT
Department of Public Health

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT
SCHOOLS FOR 2011-2012 SCHOOL YEAR

PRESCHOOL

(Children entering after age 3 but before age 5)

DTaP:	4 doses
Polio:	3 doses
MMR:	1 dose on or after the 1 st birthday
Hep B:	3 doses, last one on or after 24 weeks of age
Varicella:	1 dose on or after the 1 st birthday or verification of disease
Hib:	1 dose on or after the 1 st birthday
Pneumococcal	1 dose on or after the 1 st birthday
Influenza:	1 dose administered each year between Aug. 1-Dec. 31 st (2 doses separated by at least 28 days required for those receiving flu for the first time)
Hepatitis A	2 doses given six months apart, 1 st dose on or after 1 st birthday

KINDERGARTEN

DTaP:	At least 4 doses. The last dose must be given on or after 4 th birthday
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1 st dose on or after the 1 st birthday; or verification of disease
Hib:	1 dose on or after 1 st birthday for children less than 5 years old

GRADES 1-6

DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4 th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	1 dose on or after the 1 st birthday; or verification of disease

GRADE 7

Tdap/Td	1 dose for students who have completed their primary DTaP series Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday

GRADE 7 (continued)

MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Meningococcal	1 dose
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1 st dose on or after the 1 st birthday; or verification of disease

GRADE 8-12

Td/Tdap:	At least 3 doses. The last dose must be given on or after 4 th birthday. Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	For students <13 years of age, 1 dose given on or after the 1 st birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

Important Reminders:

- DTaP vaccine is not given on or after 7th birthday
- DTaP may be given for all doses in the primary series
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not given or required for children 5 years of age or older
- Pneumococcal is not required for children 5 years of age or older. Pneumococcal is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for any K student less than 5 years of age and born on or after 1/1/2007 in the 2012-13 school year.
- Hepatitis A is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for all Kindergarten students born on or after 1/1/2007 in the 2012-13 school year.
- Hep B requirement for school year 2011-2012 applies to all students in grades K-12
Spacing intervals for a valid Hep B series are at least 4 weeks between dose #1 and dose #2; 8 weeks between dose #2 and dose #3; at least 16 weeks between dose #1 and dose #3; dose #3 should not be given before 24 weeks of age.
- Second MMR for school year 2011-2012 applies to all students in grades K-12
- Laboratory confirmation of immunity is **only** acceptable for Hepatitis B, Measles, Mumps, Rubella, Hepatitis A, and Varicella
- **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history

New Entrant Definition:

*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. All students entering kindergarten, including those moving from any public or private pre-school program, even in the same school district, are considered new entrants. The one exception is students returning from private approved Special education placements-they are not considered new entrants.

Risk Assessment Questionnaire for Tuberculosis Exposure

1. Was your child born outside the United States?

If yes, where was your child born? If born in Africa, Asia, (including the former Soviet Union), Latin America, (including Haiti and the Dominican Republic) or Eastern Europe, a TST should be placed.

2. Has your child traveled outside the United States?

If yes, where did the child travel, with whom did the child stay, and how long did the child travel? If the child traveled to any of the above continental areas, stayed for one week or more and interacted with local people, including local friends or local family, then a TST should be placed.

3. Has your child been exposed to anyone with TB disease?

If yes, determine whether the person had TB disease or LTBI, when the exposure occurred, and what the nature of the contact was. If confirmed that contact was with a person with known or suspected TB disease, a TST should be placed.

4. Does your child have close contact with someone with a positive TST?

If yes, see the previous question for follow-up questions.

5. Does your child spend time with anyone who has been in jail (or prison) or a shelter, inject illegal drugs, or has HIV?

If yes, then a TST should be placed.

6. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test?

If yes, then a TST should be placed.

7. Does your child have a household member who was born outside the United States?

If yes, from what country? If country is one of the countries included in question #1, then a TST should be placed.

8. Does your child have a household member who has traveled outside the United States?

Included as a household member are persons who take care of the child in the home. If yes, and the person is from one of the countries included in question #1, a TST should be placed.

_____ PUBLIC SCHOOLS
_____, Connecticut

Religious Exemption from Immunizations Certificate

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is eighteen (18) days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
Name of student

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Date

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Street Address

City, State, Zip Code

Telephone Number

CABE's suggested policy.

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Parents wishing their children exempted or excused from health assessments must request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent/guardian.

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

No record of any student's medical assessment may be open to the public.

As required, the District will annually report to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade six or seven, and in either grade ~~ten or eleven~~ (Effective July 1, 2008: grade nine or ten). Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

Students

Health Assessments and Immunizations (continued)

(cf. 5111 - Admission)
 (cf. 5141.31 - Physical Examinations for School Programs)
 (cf. 5125 - Student Records)
 (cf. 5125.11 - Health/Medical Records – HIPAA)
 (cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
 10-204a Required immunizations ~~as amended by PA 96-244.~~
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments ~~(as amended by June Special Session PA 01-1, PA 05-272 and PA07-58)~~
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student restricted; board to honor notice
 10-209 Records not to be public. Provision of reports to schools.
 10-212 School nurses and nurse practitioners
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. ~~as amended by PA 96-229, An Act Concerning Scoliosis Screening~~
 Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a, 10-204a-4
 20 U.S.C. Section 1232h, No Child Left Behind Act
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps rev. 4/00
 cps rev. 11/01
 cps rev. 5/03
 cps rev. 6/03
 cps rev. 7/05
 cps rev. 7/07
 cps rev. 6/11

TUBERCULOSIS CONTROL SCREENING GUIDELINES

The Connecticut Department of Public Health and the School Health Committee of the Connecticut Chapter of the American Academy of Pediatrics have revised their recommended guidelines pertaining to tuberculin testing requirements.

C.G.S. 10-206 (b) and (c) mandate that each student have a health assessment at three times during his/her primary and secondary school education. Such assessments are required just before school entry, during grade 6 or 7, and during grade 10 or 11. This assessment, per the statute, “shall include a test for tuberculosis when the local or regional board of education determines, after consultation with the school medical advisor and local health department that such a test is necessary.”

Routine tuberculin testing at each of the required examinations is not recommended, based upon the current low rates of transmission of tuberculosis in Connecticut.

The Connecticut Department of Public Health recommends that at *each* mandated examination, an assessment be made of the risk of exposure to tuberculosis. Students not already known to have a positive test should be tested if they have any of the following risk factors for tuberculosis infection:

- a. were born in a high risk country* of the world and do not have a record of a tuberculin skin test performed in the United States (*all countries in Africa, Asia, the former Soviet Union, Central and South America, Dominican Republic and Haiti);
- b. have traveled to a high risk country since the previously required examination;
- c. have had extensive contact with persons who have recently come to the United States since the previously required examination;
- d. had contact with persons suspected to have tuberculosis;
- e. have been living in a homeless shelter; or
- f. have HIV infection.

Schools should assure that all students originally from high risk countries who are entering school in Connecticut for the first time receive a tuberculin skin test.

The intradermal injection test (Mantoux) should be used if possible, in preference to multiple puncture (e.g. Monovac, Tine) tests. If a multiple puncture test is used, any reaction should be followed up immediately with a Mantoux test.

Although not required by law, it is recommended that children with significant reactions be reported to the local health department and the Connecticut Department of Public Health Tuberculosis Control Program.

CABE's sample regulation to consider.

Students

Health Assessments and Immunizations

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

- 1) Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enterers and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:

- a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:**

- 4 doses of DTP/DTaP vaccine (Diphtheria - Pertussis - Tetanus). At least one dose is required to be administered on or after the 4th birthday for children ~~entering school at 48 to 71 months of age~~ **enrolled in school at kindergarten or above**. Students who start the series at age 7 or older need a total of 3 doses.

~~(Pertussis immunization shall not be required after a student's sixth birthday);~~

- 3 doses of ~~Polio Vaccine~~ **either trivalent oral polio vaccine (TOPV) or inactivated polio vaccine (IPV)** with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)
- 2 doses of MMR vaccine (measles, mumps and rubella). One dose at one (1) year of age or after and a second dose, given at least ~~4 weeks~~ **twenty-eight (28) days** after the first dose, prior to school entry **in kindergarten through grade twelve (12)** OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory. **One dose on or after the child's first birthday for enrollment in preschool.**
- 3 doses of Hepatitis B vaccine (HBV) or ~~confirmed blood test~~ **has had protection confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.**
- 1 ~~booster~~ dose of Hib (Hemophilus Influenza type b) given on or after the first birthday, is required of all school children who enter school **prior to their fifth birthday** or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician, **physician assistant or advanced practice registered nurse**. Children five and older do not need proof of Hib vaccination. ~~(Note: Primary Hib vaccine 3-dose series given at ages 2, 4 and 6 months.)~~

Students

Health Assessments and Immunizations (continued)

a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)

- Varicella (Chickenpox) Immunity –
 - (i) 1 dose on or after the 1st birthday or must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten; or on or after August 1, 2011 for entry into kindergarten two (2) doses shall be required, given at least three (3) months apart, the first dose on or after the 1st birthday.

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

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

Note: ~~In June 2006~~, The National Advisory Committees on Immunization Practices (ACIP) changed the recommendation for routine vaccination against chicken pox (Varicella) from a single dose for all children beginning at 12 months of age to two doses, with the second dose given just prior to school entry. The ACIP also recommends that all school-aged children, up to 18 years of age, who have only had a single dose of Varicella vaccine to be vaccinated with a second dose.

- * Serologic evidence of past infection, confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory, or
- * Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had varicella (chickenpox) based on diagnosis of varicella or verification of history of varicella. ~~family and/or medical history.~~ (Date of chickenpox illness not required)

(iii) All students are required to show proof of immunity (see above) to Varicella for entry into 7th grade.

Note: The Connecticut Department of Public Health has indicated that a school-aged child, 13 years of age or older, will only be considered fully immunized if he/she has had two doses of the Varicella vaccine, given at least 4 weeks apart.

Students

Health Assessments and Immunizations (continued)

- a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:** (continued)
- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007 or enrolled in preschool or kindergarten on or after August 1, 2011.
 - (i) Two (2) doses of hepatitis A vaccine given at least six (6) months apart, the first dose given on or after the child's first birthday; or
 - (ii) Has had protection against hepatitis A confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
 - Influenza Requirement for PK.
 - (i) Effective January 1, 2012 and each January 1 thereafter, children aged 24-59 months enrolled in preschool are required to receive at least one (1) dose of influenza vaccine between August 1 and December 31 of the preceding year (effective August 1, 2011).
 - (ii) Children aged 24-59 months who have not received vaccination against influenza previously must be given a second dose at least twenty-eight (28) days after the first dose.
 - Pneumococcal Disease Requirement for PK and K
 - (i) Effective August 1, 2011 all students born on or after January 1, 2007, enrolled in PK and K who are less than five (5) years of age must show proof of having received one (1) dose of pneumococcal conjugate vaccine on or after the student's first birthday.
 - (ii) An individual shall be considered adequately protected if currently aged five (5) years or older.

Students

Health Assessments and Immunizations (continued)

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

All students in grades K-12 are required to show proof of 2 doses of measles, mumps, rubella vaccine at least 28 days apart with the first dose administered on or after the first (1st) birthday, or laboratory confirmation of immunity confirmed in writing by a physician, physician assistant or advanced practice registered nurse.

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

In those instances at entry to seventh grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given at least 4 weeks after the first. (Students entering 7th grade must show proof of having received 2 doses of measles-containing vaccine)

- Proof of Varicella (Chickenpox) Immunity.
 - (i) On or after August 1, 2011, two doses, given at least ~~4 weeks~~ three (3) months apart, the first dose on or after the individual's first (1st) birthday and before the individual's thirteenth (13th) birthday or two doses given at least twenty-eight (28) days apart if the first dose was given on or after the individual's thirteenth (13th) birthday, ~~for students whose initial vaccination is at 13 years of age and older or~~
 - (ii) Serologic evidence of past infection, or
 - (iii) A statement signed and dated by a physician, physician assistant, or advanced practice registered nurse indicating that the child has already had varicella (chickenpox) based on family and/or medical history. (Date of chickenpox illness not required)
- Proof of at least three doses of Hepatitis B vaccine or show proof of serologic evidence of infection with Hepatitis B.
- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students)
 - (i) On or after August 1, 2011, an individual eleven (11) years of age or older, enrolled in the seventh (7th) grade, shall show proof of one (1) dose of diphtheria, tetanus and pertussis containing vaccine, (Tdap booster) in addition to completion of the recommended primary diphtheria, tetanus and pertussis containing vaccination series unless:

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade – (continued)

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students) (continued)

(ii) Such individual has a medical exemption for this dose confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on having last received diphtheria, tetanus and pertussis containing vaccine less than five (5) years earlier and no increased risk of pertussis according to the most recent standards of care for immunization in Connecticut (C.G.S. 19a-7f)

- Meningococcal Vaccine (MCV4) Required for Grade 7 Students

(i) Effective August 1, 2011, one dose of meningococcal vaccine

NOTE: Students must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection to enter eighth grade.

- Immunization requirements are satisfied if a student:
 - (i) presents verification of the above mentioned required immunizations;
 - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
 - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;
 - (iv) presents a statement from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child;
 - (v) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

Students

Health Assessments and Immunizations (continued)

Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)

Students failing to meet the above requirements shall not be allowed to attend school.

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enterers, and students in grade 6 and ~~grade 11*~~ (Effective July, 2008: grade 9 or 10). This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers. This assessment must be conducted within the school year for students in grade 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10). Parents of students in grade 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10) shall be notified, in writing, of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary.

A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti);
2. travel to a high risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

Students

Health Assessments and Immunizations (continued)

Health assessments completed within two calendar years of new school entry or grades 6 or ~~11*~~ (Effective July 1, 2008: grade 9 or 10) will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

(*Note: As an alternative health assessment could be held in grades 7 ~~and 10.~~)

The District shall annually report to the Department of Public Health and to the local health director the asthma data pertaining to the total number of students per school and in the district obtained through school assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, in either grade 6 or 7, and in either ~~grade ten or eleven~~ (Effective July 1, 2008: grade 9 or 10. Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health assessment-related exclusion within five days of final exclusion notice. An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.
- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5, 6, 7, 8, 9

The school system shall provide these screening to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

Students

Health Assessments and Immunizations (continued)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the Superintendent of Schools.

Students eligible for free health assessments shall have them provided by the health services staff. Parents of these students choosing to have a health assessment conducted by medical personnel outside of the school system shall do so at no cost to the school system.

- 6) Health records shall be maintained in accordance with Policy #5125.
- 7) All candidates for all athletic teams shall be examined annually by the designated school physician at a time and place determined by the Director of Athletics and/or coach.

No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.

An athlete need not be re-examined upon entering another sport unless the coach requests it.

If a student is injured, either in practice, a contest, or from an incident outside of school activities at requires him or her to forego either a practice session of contest, that student will not be permitted to return to athletic activity until the school physician examines the student and pronounces him/her medically fit for athletics.

- Legal Reference: Connecticut General Statutes
- ~~10-204 Vaccination~~
 - 10-204a Required immunizations
 - 10-204c Immunity from liability
 - 10-205 Appointment of school medical adviser
 - 10-206 Health assessments (as amended by June Special Session PA 01-4, PA 01-9, PA 05-272 and PA 07-58)
 - 10-207 Duties of medical advisers
 - 10-206a Free health assessments (as amended by June Special Session PA 01-1)
 - 10-208 Exemption from examination or treatment

Students

Health Assessments and Immunizations

Legal Reference: Connecticut General Statutes (continued)

- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening.

Department of Public Health, Public Health Code, 10-204a-2a,10-204a-3a and 10-204a-4

20 U.S.C. Section 1232h, No Child Left Behind Act

Regulation approved:

rev 2/97
rev 4/00
rev 11/01
rev 3/03
rev 5/03
rev 7/05
rev 7/07
rev 12/09
rev 7/10
rev 6/11

A succinct sample regulation to consider.

Students

Health Assessments and Immunizations

A complete immunization record must be presented before a child enters any District school. For all students, this record must show dates of adequate immunizations against:

- Diphtheria;
- Pertussis;
- Tetanus;
- Poliomyelitis (initial series plus booster given on or after the fourth birthday); and
- Hepatitis B (three doses).

In addition, the following immunizations are also required:

Hib	1 dose given on or after the first birthday for students under five years of age.
Pneumococcal	1 dose given on or after the first birthday for students under five years of age who were born on or after January 1, 2007 and are enrolled in Pre-Kindergarten or Kindergarten on or after August 1, 2011.
Hepatitis A	2 doses for all students born on or after January 1, 2007 who are enrolled in Pre-Kindergarten or Kindergarten, on or after August 1, 2011. First dose given on or after the first birthday.
Influenza	1 dose for students under five years of age enrolled in pre-school, on or after August 1, 2011. Vaccine should be administered annually between August 1 and December 31 st . Individuals receiving the vaccine for the first time require two doses.
Measles, Mumps, Rubella	2 doses for all students enrolled in Kindergarten through grade 12, on or after August 1, 2011. First dose given on or after the first birthday.
Varicella	2 doses for those enrolled in Kindergarten or 7 th grade, on or after August 1, 2011. First dose given on or after the first birthday.
Tdap	1 dose, given after the 7 th birthday, of diphtheria, tetanus and pertussis vaccine for those enrolled in 7 th grade, on or after August 1, 2011.
Meningococcal	1 dose for those enrolled in 7 th grade, on or after August 1, 2011.

Under certain circumstances, proof of immunity based upon specific blood testing or disease certification is acceptable in lieu of immunization. Parents/guardians should be instructed to contact the school nurse for further information.

Regulation approved:

cps 6/11

STATE OF CONNECTICUT
Department of Public Health

**IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS INCONNECTICUT
SCHOOLS FOR 2011-2012 SCHOOL YEAR**

PRESCHOOL

(Children entering after age 3 but before age 5)

	DTaP:	4 doses
	Polio:	3 doses
	MMR:	1 dose on or after the 1 st birthday
	Hep B:	3 doses, last one on or after 24 weeks of age
	Varicella:	1 dose on or after the 1 st birthday or verification of disease
	Hib:	1 dose on or after the 1 st birthday
	Pneumococcal	1 dose on or after the 1 st birthday
	Influenza:	1 dose administered each year between Aug. 1-Dec. 31 st
		(2 doses separated by at least 28 days required for those receiving flu for the first time)
	Hepatitis A	2 doses given six months apart, 1 st dose on or after 1 st birthday

KINDERGARTEN

	DTaP:	At least 4 doses. The last dose must be given on or after 4 th birthday
	Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
	MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
	Hep B:	3 doses, last dose on or after 24 weeks of age
	Varicella:	2 doses separated by at least 3 months-1 st dose on or after the 1 st birthday; or verification of disease
	Hib:	1 dose on or after 1 st birthday for children less than 5 years old

GRADES 1-6

	DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4 th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
	Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
	MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
	Hep B:	3 doses, last dose on or after 24 weeks of age
	Varicella:	1 dose on or after the 1 st birthday; or verification of disease

GRADE 7

	Tdap/Td	1 dose for students who have completed their primary DTaP series Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
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Polio: At least 3 doses. The last dose must be given on or after 4th birthday

5141.3
Appendix A
(continued)

GRADE 7 (continued)

MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Meningococcal 1 dose
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: 2 doses separated by at least 3 months-1st dose on or after the 1st birthday; or verification of disease

GRADE 8-12

Td/Tdap: At least 3 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio: At least 3 doses. The last dose must be given on or after 4th birthday
MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: For students <13 years of age, 1 dose given on or after the 1st birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

Important Reminders:

- DTaP vaccine is not given on or after 7th birthday
- DTaP may be given for all doses in the primary series
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not given or required for children 5 years of age or older
- Pneumococcal is not required for children 5 years of age or older. Pneumococcal is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for any K student less than 5 years of age and born on or after 1/1/2007 in the 2012-13 school year.
- Hepatitis A is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for all Kindergarten students born on or after 1/1/2007 in the 2012-13 school year.
- Hep B requirement for school year 2011-2012 applies to all students in grades K-12
Spacing intervals for a valid Hep B series are at least 4 weeks between dose #1 and dose #2; 8 weeks between dose #2 and dose #3; at least 16 weeks between dose #1 and dose #3; dose #3 should not be given before 24 weeks of age.
 - Second MMR for school year 2011-2012 applies to all students in grades K-12
 - Laboratory confirmation of immunity is **only** acceptable for Hepatitis B, Measles, Mumps, Rubella, Hepatitis A, and Varicella
 - **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history

New Entrant Definition:

*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. All students entering kindergarten, including those moving from any public or private pre-school program, even in the same school district, are considered new entrants. The one exception is students returning from private approved

Risk Assessment Questionnaire for Tuberculosis Exposure

1. Was your child born outside the United States?

If yes, where was your child born? If born in Africa, Asia, (including the former Soviet Union), Latin America, (including Haiti and the Dominican Republic) or Eastern Europe, a TST should be placed.

2. Has your child traveled outside the United States?

If yes, where did the child travel, with whom did the child stay, and how long did the child travel? If the child traveled to any of the above continental areas, stayed for one week or more and interacted with local people, including local friends or local family, then a TST should be placed.

3. Has your child been exposed to anyone with TB disease?

If yes, determine whether the person had TB disease or LTBI, when the exposure occurred, and what the nature of the contact was. If confirmed that contact was with a person with known or suspected TB disease, a TST should be placed.

4. Does your child have close contact with someone with a positive TST?

If yes, see the previous question for follow-up questions.

5. Does your child spend time with anyone who has been in jail (or prison) or a shelter, inject illegal drugs, or has HIV?

If yes, then a TST should be placed.

6. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test?

If yes, then a TST should be placed.

7. Does your child have a household member who was born outside the United States?

If yes, from what country? If country is one of the countries included in question #1, then a TST should be placed.

8. Does your child have a household member who has traveled outside the United States?

Included as a household member are persons who take care of the child in the home. If yes, and the person is from one of the countries included in question #1, a TST should be placed.

_____ PUBLIC SCHOOLS
_____, Connecticut

Religious Exemption from Immunizations Certificate

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is eighteen (18) days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
Name of student

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Date

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Street Address

City, State, Zip Code

Telephone Number

A revised sample policy to consider.

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Students

Student Health Services (continued)

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under ~~10-204~~ and C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

Health assessments shall also be required in grades 6 or 7 and in ~~grade 10 or 11 (Effective July 1, 2008;~~ grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under ~~10-204 and~~ C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; *OPTIONAL: TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering for outside the United States will be required to have a new tuberculin test and results reported prior to entry into the District's schools.*
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students

Student Health Services (continued)

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Students

Student Health Services (continued)

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

Students

Student Health Services

Immunizations/Vaccinations (continued)

~~Before entering the seventh grade, each child shall show proof of having received 2 doses of measles-containing vaccine or serologic evidence of infection with measles.~~

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

~~Students entering the eighth grade must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection.~~ All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or
4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, ~~has passed his or her sixth birthday~~ has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Students

Student Health Services

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Students

Student Health Services (continued)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
~~10-204 Vaccination.~~
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments, as amended by PA 07-58.
 10-206a Free health assessments.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public. (as amended by P.A. 03-211)
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214a Eye protective devices.
 10-214b Compliance report by local or regional board of education.
 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools. Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

rev 3/03
 rev 6/03
 rev 8/05
 rev 7/07
 rev 12/07
 rev 6/11

A concise version of this policy to consider.

Students

Student Health Services

The Board of Education recognizes the need to protect and improve the health of students in order to allow each student to achieve their greatest educational potential. In order to do this the Board will negotiate and enter into an agreement for nursing services in district schools. The Board also employs the professional services of a School Medical Advisor and appropriate professional support services. The Superintendent or appointee shall manage these health services. Health services shall be directed toward detection, prevention, on going monitoring of health problems and to provide emergency interventions.

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204 Vaccination.
 10-204a Required immunizations.
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments.
 10-206a Free health assessments.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public.
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214b Compliance report by local or regional board of education.
 Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps 9/03
 rev 6/11

Existing policy, #3561 adopted 9/18/00, recodified and with suggested modifications and addition of legal reference.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds. Further, ~~effective July 1, 2000~~, the District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

The application of lawn care pesticides on the grounds of schools with students in grade eight or lower must be according to an integrated pest management plan (IPM). Such application is prohibited except in emergencies. An emergency application may be made to eliminate a human health threat in any school per statute, with students through grade eight as determined by the Superintendent of Schools.

The District shall:

- Provide notice of planned pesticide application to students, parents/guardians and employees in the manner required by law.
- Post the areas scheduled to receive pesticide application(s).
- Maintain written records for five years of all pesticide applications.
- Provide continuing instruction to those students who, based upon written medical request, find it necessary to absent themselves during the period of application.
- Inform annually parents/guardians and staff of the District's pest application/management policy.
- Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice as required by law.

Pest control applicators employed by the District shall provide the Facilities Manager with notice at least seventy-two (72) hours prior to the date and time the pesticide application is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, list of the area or areas where the pesticide is to be applied and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written pre-application notification containing the following information:

- The brand name, concentration, rate of application and any use restrictions required by the label of the herbicide or specific pesticide.
- The area or areas where the pesticide is to be applied.
- The date and time the application is to occur.
- The pesticide label and the material safety data sheet.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application (continued)

In case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator, if required for restricted use application, shall give the school site office oral and, if possible written notice, with posting of the area to be treated.

The Superintendent or his/her designee may require the pest control applicator to make the required postings in accordance with all applicable statutes and with District policy and regulations. The name and address of the applicator shall be a part of any posting.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator and (2) a restricted use pesticide is not used, as defined in C.G.S. 22a-47.

Pesticide purchases shall be limited to amounts authorized by the Superintendent or his/her designee for use during the year. Pesticides shall be stored in a secure site not accessible to students or unauthorized staff. They shall be stored and disposed of in accordance with EPA registered label directions and applicable state statutes.

Definitions

Pesticides are defined as fungicides used on plants, insecticides, herbicides or rodenticides, but not sanitizers, disinfectants, antimicrobial agents or pesticide baits.

Integrated pest management is the use of all available pest control measures, including the judicious use of pesticides when warranted to maintain a pest population at or below an acceptable level while decreasing the unnecessary use of pesticides. Such plan is consistent with an applicable model plan provided by the Commissioner of Environmental Protection under section 22a-661.

Lawn care pesticides are pesticides registered by the EPA and labeled according to the Federal Insecticide, Fungicide and Rodenticide Act for lawn, garden and ornamental use.

The Superintendent shall prepare and disseminate regulations for the implementation of this policy.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application (continued)

Legal Reference: Connecticut General Statutes

10-231b. Pesticide applications at schools: Authorized applicators, Exception, as amended by PA 09-56

10-231c. Pesticide applications at schools without an integrated pest management plan.

22a-46. Short title: Connecticut Pesticide Control Act.

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61a. Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Stafford's regulation and forms to consider.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Purpose

This pesticide management plan is designed to assure proper control of any pesticides or other harmful chemicals which might be used or stored at Woodbridge Public Schools facilities. The intent is to prevent unnecessary exposure of staff, students, and the public to potentially harmful substances.

Definitions

Emergency use an application of pesticides necessary to eliminate an immediate threat to human health where it is impractical to obtain the services of a licensed pesticide applicator.

Pesticide a fungicide used on plants, an insecticide, a herbicide, or a rodenticide excluding sanitizers, disinfectants, antimicrobial agents, and pesticide baits.

Restricted use pesticides classified by the Federal Environmental Protection Agency or the State of Connecticut Department of Environmental Protection under Connecticut General Statute 22a-47 which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment.

General Procedures

1. The Facilities Manager will be the contact person for providing information regarding pesticide applications, including oral and written notifications, and for maintaining records.
2. Restricted use pesticides will only be applied by a State of Connecticut licensed pesticide applicator.
3. At the beginning of each school year, the Board of Education will provide the staff of each school and the parents/guardians of each child enrolled in each school with a written statement of the Board's policy on pesticide applications and a description of any pesticide applications made at the school during the previous school year. Such statements and descriptions will also be provided to the parents/guardians of any child who transfers to a school during the school year. The statement will indicate to staff, parents, and guardians that they may register for prior notice of school pesticide applications and notice of emergency pesticide applications.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

General Procedures (continued)

4. Each school will maintain a registry of persons requesting notification of pesticide applications.
5. The records of each pesticide application at a school will be maintained for five (5) years.
6. All pesticides will be chosen for low levels of human toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Non-chemical controls will be used wherever practical.
7. Storage of pesticides on school property will be kept to a minimum. Only enough product for a given application will be purchased. Storage instructions on labels will be followed. All such products and the application equipment will be stored away from other activities and from food products or occupied rooms. All storage facilities will be maintained as a locked area and will be clearly marked as containing pesticides.
8. All pesticide products will have complete label instructions, will remain in the original container, and will have a material safety data sheet on file in a readily available location to any employee who must handle the product or who may have been exposed to the product. The information will be made available to the public upon request.
9. All pesticide applications will be made in strict conformance with the label instructions.
10. A written plan for the application of a pesticide will be filed in the Business Office and be approved by the Facilities Manager before any pesticide application. The plan will contain the purpose of the application, product to be used, formulation of the product, location and extent of area to be treated, date and time of application, and amount of the product to be applied. Warnings that would restrict use of the area following such application will be included and will be appropriately posted to notify the public.

Non-Emergency Procedures

1. Only State of Connecticut licensed and certified pesticide applicators will be used for any non-emergency pesticide use in school buildings or on school grounds.
2. The pesticide application plan for non-emergency applications will be approved at least seventy-two (72) hours before the planned application.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Non-Emergency Procedures (continued)

3. Before any non-emergency application of pesticides within any school building or on school grounds, the parents/guardians who have registered for notification will receive a written notice by mail no later than twenty-four (24) hours prior to the application. Staff who have registered for such notice will be notified by any means practicable. The notice will include the (1) name of the active ingredient of the pesticide to be applied, (2) target pest, (3) location of the application, (4) date of application, (5) name of the school administrator who may be contacted for further information.
4. Oral notification to all students and school employees will be provided by means of the school public address system or assembly communications or staff meeting announcements or any similar means reasonably expected to give at least twenty-four (24) notice in advance of any non-emergency pesticide application.
5. Not less than forty-eight (48) hours prior to application, signs will be posted to identify pesticide application areas. The signs will display the words "Warning Pesticides", the date and time of the planned application, the pesticide to be used, instructions on when areas may be used for recreational purposes, and a telephone number for the school contact person and for the licensed pesticide applicator. The signs will be placed at the main entrance to the school and at playing fields where pesticide is to be applied. The signs will remain in place for at least forty-eight (48) hours after the pesticide is applied.
6. Non-emergency applications will not be carried out during regular school hours or during planned activities at the school.

Emergency Procedures

1. Emergency use of pesticides by school or town employees will not involve a restricted use pesticide.
2. On or before the day of emergency use of a pesticide, registered parents/guardians will be notified by the method indicated on their registration. Registered staff will be notified by any means practicable.
3. Students will not be allowed to enter the area of emergency application until it is safe to do so according to the provisions on the pesticide label.

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

PESTICIDE APPLICATION PLAN

Date of planned application: _____ Day of week: _____

(It is recommended for application to occur on a weekend or during a vacation period.)

Which pesticide (s) will be used? (Attach MSDSA if available) _____

(Choose for safety and effectiveness.)

Location/size of area(s) to be treated:

Who will do the pest control? (check one) Staff Contractor

Name (s) _____

License number(s) _____

Firm (if applicable) _____

For interior treatment:

Does the building have active ventilation that can be left on after the application? _____

If not, who is responsible for opening windows at least six (6) hours before staff and students reenter? _____

For all applications:

Who will post the building or treated grounds with (1) date of application; (2) pesticide used; and (3) when the area can be used again? _____

Will pesticides be stored on school grounds? ____ YES ____ NO

If "YES" where : _____

(Read label carefully!)

Keep all pesticides locked up and away from occupied areas.

Approved by school/district administrator: _____ Date: _____

School nurse _____ informed _____

Other (s) _____ informed _____

WOODBRIIDGE BOARD OF EDUCATION

SERIES 5000: STUDENTS

P#5131.92

BULLYING

Hazing, bullying, menacing and abuse of students, in any form or format, is not acceptable behavior and is prohibited in the Woodbridge School District.

Any student in the Woodbridge School District who engages in a repeated act against another student in the district that causes physical or emotional harm to a student or such student's property, places a student in reasonable fear of harm to himself or herself or of damage to his or her property, creates a hostile environment at school for such student, infringes on the rights of such student at school, or substantially disrupts the educational process shall be subject to appropriate disciplinary action.

Bullying is prohibited on school grounds, at any 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.

Bullying occurring outside of the school setting is also prohibited and will not be tolerated if such bullying creates a hostile environment at school for the targeted student, infringes on the targeted student's rights at school, or substantially disrupts the educational process or the orderly operation of school.

Appropriate disciplinary action in response to bullying may include suspension or expulsion. In addition, it is the policy of the Woodbridge Board of Education that school principal or a principal's designee will notify the appropriate law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.

DEFINITIONS

Bullying is defined as 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:

- a) Causes physical or emotional harm to such student or damage to such student's property,

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- 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 shall include, but is not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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.

Bullying may take many forms, such as but not limited to:

1. physical violence and attacks;
2. taunts, name-calling or put-downs or discriminatory slurs;
3. targeting of a student based upon that person's actual or perceived "differentiating characteristics" such as race, religion, sex, sexual orientation, gender identity or expression, religion, national or ethnic background, disability, physical appearance, socioeconomic status, or a student's association with a person or group who has or is perceived to have one or more of such characteristics;
4. threats and intimidation;
5. extortion or stealing of money and possessions;
6. cyberbullying.

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.

OTHER APPLICABLE DEFINITIONS:

"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.

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"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.

"Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

"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.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance 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 (b) 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.

"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.

"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.

REPORTING AND RESPONDING TO BULLYING

The Board expects prompt and reasonable investigation and response to alleged acts of bullying. Reports of alleged acts of bullying will be addressed and responded to according to this policy and in accordance with Woodbridge School District's Safe School Climate Plan and Bullying Prevention and Intervention Program.

Discrimination and retaliation are prohibited against an individual who reports or assists in the investigation of an act of bullying.

Immunity will be granted against damage claims in accordance with state law to the Board, and school employees acting within the scope of their duties, students, parents and others who, in good faith, report, investigate, or respond to bullying in accordance with the Woodbridge School District Safe School Climate Plan. The immunity does not extend to gross, wanton, reckless, or willful misconduct.

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The Superintendent of the Woodbridge School District will develop regulations to aid in the implementation of this policy. Such regulations shall be designed to improve overall school climate and to address the existence of bullying in the Woodbridge School District and shall provide for a Safe School Climate Plan and a Bullying Prevention and Intervention Program as required by law.

Legal Reference: Connecticut General Statutes
 §10-222d Policy on bullying behavior, as amended by Public Act
 11-232.
 §10-222g Prevention and intervention strategy re bullying, as
 amended by Public Act 11-232.
 §10-222h Analysis of bullying policies.

Policy Adopted: _____

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REGULATIONS

SAFE SCHOOL CLIMATE PLAN

It is the shared responsibility of the Woodbridge Board of Education, in consultation with the Superintendent of the Woodbridge School District, the District Safe School Climate Coordinator, Safe School Climate Specialist and Safe School Climate Committee to develop, approve and adopt a Safe School Climate Plan in accordance with state law. The Plan is to be periodically reviewed and revised. The Plan is to be posted on the District website.

The Safe School Climate Plan is a multi-faceted approach to improving overall school climate and to addressing the existence of bullying in the Woodbridge School District. The Plan includes the following elements:

1. Students are permitted to make an anonymous report of bullying or to make an oral or written report of bullying to a Safe School Climate Specialist or to any school employee; a form to aid students in the making of such reports is available on Woodbridge District website, at Beecher Road School, and at the Board of Education offices.
2. Parents and students must be notified annually of the process by which students may make such reports; such notification is to be included in Student-Parent Handbooks, Student Code of Conduct, on the District website, and posted in the main office of the school building, at the Woodbridge Board offices, and at other appropriate locations throughout the school district.
3. Parents or guardians of students are permitted to file written reports of suspected bullying; a form to aid parents in making written reports is available on Woodbridge School District's website, at Beecher Road School, and at the Board of Education offices; no anonymous parent reports will be accepted.
4. School employees who witness acts of bullying or receive reports of bullying are required 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; school administrators receiving such oral or written reports are to share that information with the school specialist as soon as possible without undue delay. In the event of an extended absence of the school specialist from school for a period longer than one school week, the school administrator receiving the report should assume full responsibility for the investigation of the complaint, and for the school's response following all established guidelines and procedures for the investigation of bullying reports, being careful to keep a written record of the investigation, witness statements, copies of any parent invitations for a meeting, parent notifications, or any student safety plans generated. This documentation should be

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provided to the safe school climate specialist upon his/her return to school. In the event of an emergency situation, the receiving administrator assumes full responsibility immediately in the absence of the coordinator.

5. Beginning with the 2012-2013 school year and each school year thereafter, the Superintendent of the Woodbridge School District shall appoint from existing school staff a District Safe School Climate Coordinator charged with implementing the Safe School Climate Plan, collaborating with the Safe School Climate Specialist, the School Board, and the Superintendent to prevent, identify, and respond to bullying in district schools. The District Safe School Climate Coordinator is to meet with Safe School Climate Specialist at least twice during a school year to discuss bullying issues in the district and to recommend changes to the plan; the Safe School Climate Coordinator shall develop procedures and guidelines for the acceptance of reports, steps for investigation, and suggestions for resolution of bullying reports including specific deadlines to be followed, and will provide these guidelines/procedures to the principal for dissemination to all school employees at the start of each school year with continued availability throughout the school year. The deadlines set forth in the guidelines/procedures shall provide for a prompt response/resolution to reports taking into consideration all the circumstances of each individual case. The Coordinator will determine, what if any other appropriate methods of dissemination/notification of these procedures are recommended. The guidelines/procedures shall apply district-wide.

6. Requires, beginning with the 2012-2013 school year and each school year thereafter, the school principal shall serve, or designate some one to serve, as the Safe School Climate Specialist charged with the responsibilities of investigating or supervising the investigation of all reports of bullying and ensuring that such investigation is completed promptly after receipt of any written reports, of collecting and maintaining records of the school's bullying reports and investigations and serving as the primary person responsible for preventing, identifying, and responding to bullying reports in the school.

7. Beginning with the 2012-2013 school year and each school year thereafter, the school principal shall establish or designate at least one new or existing committee as the Safe School Climate Committee to be responsible for fostering a safe school climate and addressing school bullying. The Committee is to include at least one parent of a current student. Specific responsibilities of the committee include: receiving copies of completed bullying investigation reports; identifying and addressing bullying patterns; reviewing and amending school bullying policies; reviewing the district Plan and making recommendations to the district coordinator based on issues at the school; educating students, parents, and others about bullying; collaborating with the district coordinator to collect data on bullying. A parent member(s) shall not receive copies of completed bullying investigation reports or engage in identifying and addressing bullying patterns or engage in any other activities that may compromise student confidentiality.

8. Beginning July 1, 2012 and every two years thereafter, the school shall assess its school climate using assessment instruments, including surveys, approved and

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disseminated by the Connecticut State Department of education in collaboration with the Connecticut Association of Schools.

9. The safe school climate specialist shall review any anonymous student reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
10. A prevention and intervention strategy shall be included as required by statute for school employees to deal with bullying.
11. The student code of conduct shall include language concerning prohibition of bullying.
12. The principal or the principal's designee shall 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, no later than forty-eight hours after the completion of the investigation. The notification must include a description of the response of school employees to such acts and any consequences that may result for the commission of further acts of bullying.
13. The principal or the principal's designee shall invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the 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 to prevent further acts of bullying; the invitation is to include information about the school's response to the incident and the consequences for further bullying. It is recommended that two separate meetings be held.
14. A procedure shall be established for each school to document and maintain records related 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.
15. Case-by-case interventions shall be developed 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; in all instances, any responsive disciplinary action is to be taken in accordance with district policies including the Student Code of Conduct.
16. Discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying shall be prohibited.
17. Documented student safety support plans shall be developed 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;

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18. The principal or the principal's designee, shall notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.

19. Bullying is prohibited (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, (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 the school,

20. At the beginning of each school year, the school is required to provide all school employees with a written or electronic copy of the school district's safe school climate plan;

21. All school employees shall annually complete the training described in C.G.S.10-220a, which shall include identifying and responding to bullying and preventing and responding to youth suicide.

BULLYING PREVENTION AND INTERVENTION PROGRAM

A bullying prevention and intervention program shall be implemented in the Woodbridge School District that strives to develop a school environment:

- which limits unacceptable behavior;
- where consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
- where adults act as authorities and positive role models;
- and where students are included in efforts to improve the school climate.

In addition, the Superintendent shall develop rules and procedures to carry out the provisions of this policy and to comply with applicable law. The Superintendent shall be responsible for developing a prevention and intervention strategy for school staff to deal with bullying. Such a “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, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

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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 education and prevention curricula in Kindergarten to grade six;
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.
9. School climate assessments using instruments including surveys approved and disseminated by the State Department of Education in collaboration with the Connecticut Association of Schools.

*Revisions to existing legislation, rechristens the required policy as “safe school climate plans.”
A policy is still recommended to accompany the “safe school climate plan.” This is the
recommended replacement for existing policy, #5131.3 last revised 2/23/04. A model safe school
climate plan follows with suggested forms.*

Students

Hazing

Bullying

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“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:

- 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 shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

Students

Hazing

Bullying

Definitions (continued)

“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.

“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.

“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.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“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.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance 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 (b) 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.

“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. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Students

Hazing

Bullying (continued)

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school
6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)
7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, 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 the 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, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

Students

Hazing

Bullying (continued)

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires 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 an oral report;
4. Requires 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 report;
5. Requires 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. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

Students**Hazing****Bullying (continued)**

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the 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 to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and—make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires 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;
15. Prohibits 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, (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;

Students

Hazing

Bullying (continued)

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Students

Hazing

Bullying (continued)

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, 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 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.

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate 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 derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Students

Hazing

Bullying (continued)

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Students

Hazing

Bullying (continued)

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

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 annually of the process by which they 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;
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;
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. The required notification and invitation 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;
9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the 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 student's safety and to prevent further acts of bullying;
10. 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;

Students

Hazing

Bullying (continued)

Safe School Climate Plan (continued)

11. 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;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
14. 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;
15. 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 the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board 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, (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;
16. 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; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Or Shorter Version: *(for the section of this policy pertaining to the "Safe School Climate Plan.")*

As part of this policy, the Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall establish deadlines for reporting investigating, and notifying parents and guardians about bullying incidents; prohibit retaliation against those who report bullying; and require school officials to notify law enforcement officials when it is believed that bullying conduct constitutes a crime.

Students

Hazing

Bullying (continued)

Safe School Climate Assessment

The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

Optional language:

A bullying prevention program shall be implemented which strives to develop a school and home environment:

- * characterized by warmth, positive interest and involvement by adults;
 - * firm limits to unacceptable behavior;
 - * where non-hostile, non-physical negative consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
 - * where adults act as authorities and positive role models; and
 - * where students are included in efforts to improve school climate.
-

Students

Hazing

Bullying (continued)

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
 PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
 PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

P.A. 11-232 requires boards of education to develop and implement a safe school climate plan to address the existence of bullying in its schools. This administrative regulation fulfills that requirement. It MUST be approved by the Board.

Students

Bullying

Model Safe School Climate Plan

Purpose/Priority Statement

(Purpose/priority statements can be used to communicate within the Plan the District's vision in creating and implementing its bullying prevention and intervention strategies. The following are examples of such statements that may be included in local Plans.)

(Option 1) The Woodbridge District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences.

OR

(Option 2) The Woodbridge Public Schools is committed to trying to provide all students with a safe learning environment that is free from bullying and cyberbullying, within a positive school climate, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of the _____ Public Schools' comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members our increasingly diverse society.

OR

(Option 3) The Woodbridge Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our schools or in school related activities. In addition, the District will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take appropriate, effective action to end that behavior. Most important, the District will support this commitment in all aspects of its activities, including in its curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement. The Board of Education (Board) fully understands that it is only through a comprehensive approach with a focus on the development of a positive school climate and the support of students, staff, families, law enforcement agencies and the community that issues of violence will be prevented and a safe school climate achieved. Lastly, in consultation with these constituencies, the Board has established this District Safe School Climate Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation.

Students

Bullying

Purpose/Priority Statement (continued)

OR

(Option 4) The Safe School Climate Plan is a comprehensive approach to addressing bullying and cyberbullying. The Woodbridge Public Schools is committed to working with students, staff, families, law enforcement agencies, and the community to establish the norms, values and expectations that make students and adults feel socially, emotionally, intellectually and physically safe. The goal is the establishment of an environment free of harassment, intimidation and bullying. In consultation with these constituencies, this Plan has been established for preventing and responding to incidents of bullying, cyberbullying, retaliation and discrimination. This commitment is an integral part of the District's comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process through an overall focus on school climate.

OR

(Option 5) The purpose of the Safe School Climate Plan is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable. Attitudes and practices can contribute to bullying, to lower levels of confidence, self-esteem and lack of achievement.

The following plan, "The Woodbridge Public Schools Safe School Climate Plan (Plan)," addresses the mandated areas of compliance which are required under C.G.S.10-222d as amended by P.A. 11-232. In addition to the following current efforts, the administration, faculty and staff of this District commit to continue to improve, enhance, and update both the Plan and its implementation biennially in order to best serve the students, parents, guardians and the community.

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

I. Prohibition Against Bullying

The Board of Education (Board) prohibits 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 the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

Students

Bullying

II. Definitions

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

- 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 shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, 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. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“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.

“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.

“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.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

Students

Bullying

II. Definitions (continued)

“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.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance 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 (b) 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.

“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. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

III. Reporting and Responding to Bullying and Retaliation (Complaint Process)

A. Publication of the Prohibition against Bullying and Related Procedures

The prohibition against bullying shall be publicized by including the following statement in the student handbook of each of the district schools:

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

- 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.

Students

Bullying

A. Publication of the Prohibition against Bullying and Related Procedures (continued)

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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, gender identity, or physical mental, 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.

Students who engage in any act of bullying, 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 the 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, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

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

B. Appropriate School Personnel

All school employees are charged with the responsibility of taking reports of bullying or if witnessing acts of bullying to notify the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available. Reports shall be appropriately investigated by the Safe School Climate Specialist or another administrator when the Safe School Climate Specialist is not available.

Students

Bullying

B. Appropriate School Personnel (continued)

District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate 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 derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Students

Bullying (continued)

C. Annual Notification of the Complaint Process

The process by which students may make formal, informal, and anonymous complaints as set forth below shall be publicized annually in the student handbook of each of the District schools. In addition, this Safe School Climate Plan shall be placed on the District website and the website of each school.

D. Formal Written Complaints

Students and/or their parents or guardians may file written reports of conduct that they consider to be bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school employee, and they shall be promptly forwarded to the Safe School Climate Specialist or another school administrator, if the Safe School specialist is unavailable, for review and action in accordance with Section IV below.

E. Informal/Verbal Complaints by Students

Students may make an informal complaint of conduct that they consider to be bullying by verbal report to the Safe School Climate Specialist, or to any school employee, as defined, or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. A school employee, or administrator or the Safe School Climate Specialist who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school employee, administrator, if not the Safe School Climate Specialist, shall be promptly forwarded to the Building Principal for review and action in accordance with Section IV below.

Students

Bullying (continued)

F. Anonymous Complaints

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

IV. Staff Responsibilities and Intervention Strategies

A. Teachers and Other School Staff

School employees who witness acts of bullying, as defined above, or who receive reports of bullying shall promptly 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 employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

School employees who receive student or parent reports of suspected bullying shall promptly notify the Safe School Climate Specialist of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, he or she shall prepare a succinct written report of the informal complaint, which shall be forwarded promptly (no later than the next school day) to the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable. If the report is an informal complaint by a student that is received by a school employee, this employee shall verbally report the matter to the Safe School Climate Specialist not later than the next school day.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

A. Teachers and Other School Staff (continued)

In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

The Safe School Climate Specialist shall be promptly notified of any formal or informal complaint of suspected bullying received by any school employee. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan. All such complaints shall be investigated promptly. The investigation must be completed promptly after the receipt by the Safe School Climate Specialist of any written report. In order to allow the District to adequately investigate all formal complaints, the parent of the student suspected of being bullied must complete a consent form that allows their District to release that student’s name to those third parties who the District contacts as part of its investigation of that complaint with regard to the investigation of informal complaints, the parent of the student suspected of being bullied must complete the above-referenced consent form so long as that student has not requested anonymity.

A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

1. Investigation

The school shall notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight (48) hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. The notice must describe the school's response, measures being taken by the school to ensure the safety of the students against whom such act was directed, and any consequences that may result from further acts of bullying.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

2. Remedial Actions

Verified acts of bullying shall result in intervention by the Building Principal or his/her designee that is intended to address the acts of the perpetrator and the needs of the victim and to assure that the prohibition against bullying behavior is enforced, with the goal that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (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.) The following sets forth possible interventions for building principals to enforce the Board's prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

2. Remedial Actions

The following sets forth permissible interventions for building principals (or other responsible program administrators) to enforce the Board's prohibition against bullying.

a. 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.

If a complaint arises out of conflict between students or groups of students, peer 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.

In any instance in which bullying is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

2. Remedial Actions

b. Disciplinary Interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, 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 Board policy. This consequence shall be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

c. Interventions for Bullied Students

The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- Counseling;
- Increased supervision and monitoring of student to observe and intervene in bullying situations;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Peer mediation where appropriate.

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. 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 any potential problem with bullying in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators, teachers and other professional staff members in each school:

- a. 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, including any such program identified by the Department of Education;
- b. A safe school climate assessment on or after July 1, 2012 and biennially thereafter to determine the prevalence of bullying. Such assessments may include, in addition to those approved and disseminated by the State Department of Education, in collaboration with CAS, the National School climate Standards Self-Assessment Tool' and the Connecticut State Department of Education's "Improving School climate Team Rubric;"
- c. Establishment by the school Principal of a Safe School Climate Committee in each District school or the designation of an existing committee that is responsible for fostering a safe school climate and addressing issues related to bullying in the school.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies (continued)

4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- e. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim problems;
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;

Students

Bullying

IV. Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist (continued)

3. General Prevention and Intervention Strategies (continued)

- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees 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.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Students

Bullying

V. Reporting Obligations (continued)

B. Reports to the Targeted Student and his/her Parent or Guardian

If after investigation, acts of bullying against a specific student are verified, the Building Principal/Safe Climate Specialist or his/her designee shall notify the parent or guardian of the victim of such finding, not later than forty-eight (48) hours after the completion of the investigation. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, as reflected in the student's educational records, shall not be disclosed to the parents or guardian of the victim, except as provided by law (e.g., court order/subpoena). In addition, the school shall invite the parent/guardian of the student against whom the verified act of bullying was directed, after the completion of the investigation, to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the targeted student's safety and to prevent further acts of bullying. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying reports, subsequent investigations and parental/guardian meetings.

Notices shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and the other parent/guardian if requested. This mailing requirement shall be in effect for as long as the student attends the school in which the original request is made.

C. List of Verified Acts of Bullying

The Principal/Safe School Climate Specialist of each school shall establish a procedure to document and maintain records relating to reports and investigations of bullying in such school and 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. The list shall be reported annually to the Department of Education in such manner as prescribed by the Commissioner of Education. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with Section III (1) above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying. The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.

Students

Bullying (continued)

VI. Prohibition against Discrimination and Retaliation

A. Safety

Discrimination and/or retaliation against any person who reports bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about bullying is prohibited.

The continuation and perpetuation of bullying of a student through the dissemination of hurtful or demeaning material by any other student is prohibited.

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying was directed (target's) sense of safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, discrimination or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during the course of and after the investigation, as necessary.

Alternate language to previous paragraph: The Principal/Safe School Climate Specialist or designee will consider what adjustments, if any are needed in the school environment to enhance the student against whom such bullying was directed a sense of safety and that of others as well. One strategy that the Principal/Safe School climate specialist or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Students

Bullying

VI. Prohibition against Discrimination and Retaliation (continued)

A. Safety (continued)

The Principal/Safe School Climate Specialist will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal/Safe School climate Specialist or designee will contact the victim to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If determined necessary, the Principal/Safe School Climate Specialist will work with appropriate school staff to implement them immediately.

B. Law Enforcement Notification

The School Principal or his/her designee shall notify the appropriate local law enforcement agency when such Principal or the Principal's designee believes any acts of bullying constitute criminal conduct.

VII. Training Requirements for School Staff

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. *(The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.)*
- B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying and the prevention of and response to youth suicide.

Students

Bullying

VII. Training Requirements for School Staff (continued)

- C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
1. Developmentally appropriate strategies to prevent bullying among students in school and outside the school setting,
 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying,
 3. Information regarding the interaction and relationship between students committing acts of bullying, students against whom such acts of bullying are directed and witnesses of such acts of bullying,
 4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying in the school setting,
 5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or
 6. Internet safety issues as they relate to cyberbullying.

VIII. Notification Requirements

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board. *(Note: The Safe School Climate Plan must be approved by the Board of Education not later than January 1, 2012 and submitted to the State Department of Education.)*
- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Students

Bullying (continued)

IX. School Climate Assessments

- A. On or after July 1, 2012, and biennially thereafter, the Board requires each school within the District to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education.
- B. Completed assessments shall be shared with the Board and then submitted by the Board to the State Department of Education.

X. Bullying Through the Use of Technology (Cyberbullying)

An emerging form of bullying is the use of technology to threaten, intimidate, ridicule, humiliate, insult, or harass. Technology enables aggressive expression toward others and does not rely on physical strength or physical contact. By using a cell phone or the Internet, a student can quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos through text messages, e-mails, or instant messages.

There are a number of social networking sites (MySpace, Facebook, Twitter, etc.) available to our students that can be misused and/or abused for bullying purposes. Any alleged misuse or abuse must be reported to any staff member or the Safe School Climate Specialist.

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

- If it takes place on campus or at a school sponsored event, disciplinary action will be taken.
- If it takes place off campus a school may take disciplinary action if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

Students

Bullying (continued)

XI. Relationship to Other Laws

- A. Consistent with state and federal laws, and the policies of the district and school rules, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color gender, religion, national origin, or sexual orientation. Nothing in the “Plan” prevents the school or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law, or district policies.
- B. In addition, nothing in the “Plan” is designed or intended to limit the authority of the school or district to take disciplinary action under applicable laws, or local school or District policies in response to violent, harmful, or disruptive behavior, regardless of whether the “Plan” covers the behavior.

XII. Immunity for Board of Education, School Employees, Others

Members of the Board of Education and school employees are protected by statute against damage claims in the implementation of a safe school climate plan and, in accordance with a school district safe school climate plan, report, investigate, or respond to bullying. PA 11-232 also extends this immunity to reports of bullying incidents by parents, students, and others to a school employee according to a safe school climate plan.

To be immune, these parties must act in good faith and, in the case of a school employee or Board of Education, within the scope of their duties. The immunity does not cover gross, wanton, reckless, or willful misconduct.

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

cps 6/11

MODEL ANNUAL BULLYING NOTICE

[State Law requires that boards of education notify students annually of the process by which they may anonymously report acts of bullying to school employees. We suggest that this notice be included in a student handbook.]

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

- 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 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 characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, 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.

Students who engage in any act of bullying, 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 the 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, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

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

**Woodbridge Public Schools
Report of Bullying Form/Investigation Summary**

School _____ Date _____

Location(s) _____

Reporter Information:

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

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

Woodbridge Public Schools
Report of Bullying Form/Investigation Summary
(continued)

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

Parents' Names: _____

Date Sent: _____

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

An alternate version of this form.

Woodbridge Public Schools
BULLYING REPORT FORM

The East Hartford Board of Education promotes a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

Bullying as defined in P.A. 02-119 refers to any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, or at a school sponsored activity, which acts are repeated against the same student over time.

Complainant (student reports may be anonymous): _____
Describe relationship to alleged victim(s)/bully(ies): _____
Home address: _____
Work address: _____
Home Phone: _____ Cell Phone: _____
Date(s) of alleged incident(s): _____
Location(s) of alleged incidents(s): _____
Name(s) of alleged bully(ies): _____
Name(s) of alleged victim(s): _____
List any witness(es): _____

Describe the incident(s) as clearly as possible, including such things as: what force or physical contact, if any was used and any verbal statements such as threats, requests, demands, etc. (attach additional pages if more space is needed)

I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Complainant Signature Date: _____
Received by: _____ Date: _____

An alternate version of this form.

Woodbridge Public Schools
BULLYING INVESTIGATION REPORT FORM

Date: _____

1. Name(s) of person(s) investigating alleged incident(s): _____
Name(s) of alleged bully(ies): _____
Name(s) of alleged victim(s): _____

2. Date(s) of alleged incident(s): _____

3. Duration of bullying: _____

4. Name(s) of person(s) reporting alleged incident(s): (Note: Student reports may be anonymous, specify if anonymity is requested.) _____

5. Did the alleged incident(s) occur on school property or at a school-sponsored activity?

6. Location(s) of incident(s): _____

7. Is the alleged incident(s) recurring or first time incident(s)? _____

8. Describe alleged incident(s):

9. Did the alleged incident(s) occur in the presence of witness(es)? Yes / No

10. Interview witness(es) and document findings: _____

11. Does the alleged incident(s) meet the definition of bullying? Yes / No
Please explain: _____

Woodbridge Public Schools

BULLYING INVESTIGATION REPORT FORM
(continued)

12. Have the parent(s)/guardian(s) of all students involved been notified of the results of the investigation? Yes / No

12a. If Bullying Verified, Report Sent to Parents of Students?

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

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

13. Remedial Action(s) Taken: _____

(Notification should include a description of the bullying act and consequences if any further acts of bullying continue. Student's identifiable information must remain confidential to ensure the student's due process rights. Do not disclose the perpetrator's name or parents/guardians of the perpetrator to the victim. Do not disclose the disciplinary consequences of the perpetrator to the victim. The notification can include a description of measures to prevent further acts of bullying.)

Woodbridge Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed 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 complaint, the Woodbridge Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the Woodbridge Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ I do NOT give permission for the Woodbridge Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

Sample Student Statement

School _____

Student Acknowledgement of Anti-Bullying Policy

I understand the policy against Bullying at _____ Public Schools as explained to me by _____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying in school, before or after school on school grounds, on the bus, or at school sponsored events, I can be subjected to school discipline for bullying. This could include: after school detention, Saturday detention, pass restriction, loss of field trip opportunities, social probation, suspension in or out of school, and/or possible expulsion.

I promise that I will not engage in any actions or behaviors that could be considered bullying. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, pupil personnel, SRO, other)

Name: _____ Position _____

An optional policy on this topic. The topic of "cyberbullying" is also covered in policy #5131.911 (Bullying).

Students

Bullying

Cyberbullying

The District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the District's acceptable computer use policy and procedures.

Definitions

"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.

"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.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the School Climate Specialist/Principal.

All reports of cyberbullying will be investigated promptly in compliance with the District's "Safe School Climate Plan."

Students

Bullying

Cyberbullying (continued)

In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school employees, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to kill or hurt a teacher or student. A student who redistributes inappropriate content, as previously described, is also subject to disciplinary action.

Disciplinary action may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, this shall be reported to local law officials.

For districts participating in the federal E-Rate program:

The District recognizes it's responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.”

(cf. 0521 – Nondiscrimination)

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.21 – Threats or Acts of Violence)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.912 – Aggressive Behavior)

(cf. 5131.911 – Bullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Students

Bullying

Cyberbullying

Legal Reference: Connecticut General Statutes
PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance
Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862)
Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act
Wisniewski v. Bd. Of Educ., 494 F.3d 34 (2nd Cir. 2007)
Doninger v. Niehoff, 257 F. 3d 41 (2nd Cir. 2008)
P.A. 11-232 An Act Concerning The Strengthening of Bullying Laws

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Hazing

Bullying (continued)

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. This policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

- Legal Reference:
- Connecticut General Statutes
 - 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
 - 10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.
 - PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
 - PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.

**Amity Regional School District No. 5
Woodbridge, Connecticut**

Policy adopted:

Students

Hazing

Bullying

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Safe School Climate Plan

The Superintendent shall develop and a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall be brought to the Board for action no later than January, 2012.



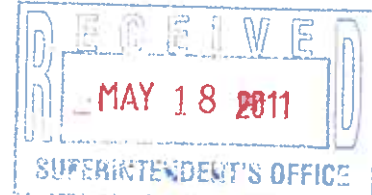
CABE Policy Service

Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road • Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452

May 13, 2011

Dr. Guy Stella
Superintendent of Schools
Woodbridge Public Schools
40 Beecher Street South
Woodbridge, CT 06520-2006



Dear Dr. Stella:

Enclosed is the first draft of Series 1000 (Community Relations). It includes:

1. *"The Governance Manual: What It Should Contain - Community Relations - Series 1000"* (overview of this series)
2. *"CABE Policy Review of Existing Woodbridge Material"*, an adapted table of contents that indicates the existing Woodbridge policies used in this draft; and other action taken by me related to the policies in this Series.
3. First draft of Series 1000 policies and regulations.

Feel free to adapt or modify any of these policies for Woodbridge. This material should be copied and disseminated to the members of the Policy Committee.

Call me if you have any questions or concerns about this material.

Sincerely,

Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Enclosures

mke

**CABE's Policy Review of Woodbridge Existing Policy Material
Series 1000 Community Relations**

Page 1

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted	
			Same		Not Used	Sample provided		
			Appropriate as written	Modified		Policy		Regulation
Concept and Roles in Community Relations	1000	1000	X				12/16/07	
Goals and Objectives	1010							
Communications with the Public	1100	1001	X				12/16/07	
Media of Communication	1110	1002	X			X	12/16/07	
*Parent Involvement	1110.1	1002.1	X			X	12/16/07	
Parent Portal	1110.2					X		
School Governance Council	1110.3							
School-Sponsored Publications, Radio and Television	1111							
School Directory	1111.1					X		
Advertising	1111.2							
Public Cable Access Channel Message Board	1111.3							
News Media Relationships (Public Press, Radio and TV)	1112	1112	X			X	2/24/03	
Coverage of Board of Education Meetings	1112.1							
School News Releases	1112.2							
News Conference/Interviews	1112.3					X	X	
Sports and Special Events	1112.4							
Media Access to Students	1112.5					X		
Video Taping of Staff/Students	1112.6					X	X	
Requests for Information About the Schools	1115					X		
Public Participation at Board of Education Meetings	1120	1120	X			X	5/18/04	
School Meetings	1130							
Distribution of Materials by Students	1140					X	X	
Distribution of Non-School Literature	1140.1					X		
Responsibilities of School Personnel	1150					X		
Responsibilities of the Board of Education	1160					X		

*Bolded line indicates policy which boards of education must have in place due to federal or state law

CABE's Policy Review of Woodbridge Existing Policy Material
Series 1000 Community Relations
 Page 2

Policy Topic Title	Number	Former Number	Action Taken			Date Adopted		
			Appropriate as written	Same Modified	Not Used		Sample provided Policy	Regulation
Recognition of Citizens, Staff Members, Members of Board of Education, Students	1170					X		
Award System for State Championship Athletic Teams and Individual Athlete State Champions	1170.1					X	X	
Memorials for Deceased Students or Staff	1180					X	X	
Participation by the Public	1200							
Agenda Format/ Preparation and Dissemination	1205					X		
School-Community Associations	1210	1210	X					5/18/04
School Volunteers	1212					X	X	
Citizens' Advisory Committees	1220	1220	X				X	6/21/04
For the Board of Education	1221					X	X	
For the Staff	1222					X		
Parental Involvement/Chapter 1	1223							
Other School-Connected Organizations/Booster Clubs	1230							
Citizen's Assistance to School Personnel	1240						X	
Visits to the Schools	1250	1250	X					8/20/01
Loitering or Causing Disturbance	1251	1251	X					5/18/04
Motorized Vehicles on School Property	1252					X		
Educational Foundations	1260					X		
Public Activities Involving Staff, Students or School Facilities	1300					X		
Community Engagement	1300.1					X		
Relations between Public and School Personnel	1310					X		
Staff Participation in Community Activities	1311							
Political Activities of School Employees	1311.1	1311	X					5/18/04
Political Activities in the Schools/On School Board Property	1311.2					X	X	
Public Complaints	1312	1312	X					3/15/04
Complaints Concerning Categorically Funded Programs	1312.1						X	

CABE's Policy Review of Woodbridge Existing Policy Material
Series 1000 Community Relations
 Page 3

Policy Topic Title	Number	Former Number	Action Taken			Date Adopted
			Appropriate as written	Same Modified	Not Used	
				Policy	Regulation	
Public Complaints	1312	1312	X			3/15/04
Complaints Concerning Categorical Funded Programs	1312.1				X	
Complaints About Policies	1312.2			X		
Gifts to School Personnel	1313	1313	X			4/15/02
Parental Involvement in Title I Programs	1313.1					
Soliciting Funds from and by Students	1314			X		
Distribution of Materials to School/Personnel	1315					
Relations Between Public and School Personnel	1316			X		
Public Conduct at School Activities	1316.1			X		
Relations Between Public and Students	1320					
Public Performance by Students	1321	1321	X			6/21/04
Video Studio Facility and Broadcast Policy	1321.1					
Contests for Students	1322				X	
Gifts to Students	1323	1323	X			10/21/02
Soliciting Funds from and by Students	1324	1324	X			2/25/08
Advertising and Promotion	1325	1325	X		X	10/17/05
Solicitations by Staff Members	1326				X	
Relations With Youth Organizations	1327				X	
Use of School Facilities	1330				X	
Use of School Fields by Outside Organizations	1330.1				X	
Smoke Free Environment	1331				X	
Assignment of Personnel to Cover School Events/Activities	1332					
Access to School Procedures and Materials	1340	1340	X			10/18/04
Senior Citizens' Benefits	1350				X	
Awards and Scholarships	1360				X	
Relations between other Governmental Agencies and the Schools	1400					

CABE's Policy Review of Woodbridge Existing Policy Material
Series 1000 Community Relations
 Page 4

Policy Topic Title	Number	Former Number	Action Taken				Date Adopted
			Appropriate as written	Same Modified	Not Used	Sample provided Policy Regulation	
Local Units	1410						
Law Enforcement Agencies	1411	1411	X				10/18/04
Fire Department	1412				X		
Health Department	1413						
Welfare Department	1414						
Recreation Department	1415						
Fiscal Authority	1416	1416	X				10/18/04
County and Intermediate Units;(RESC)	1420						
State Government	1430				X		
Federal Government	1440				X	X	
Relations between Area, State, Regional and National Associations and the Schools	1500	1500	X				10/18/04
Area Associations	1510						
State Associations	1520						
Regional Associations	1530						
National Associations	1540						
Relations between Non-Public and other Educational Organizations and the Schools	1600				X		
Parochial Schools	1610				X		
Private Schools	1620				X		
Correctional Schools	1630						
Colleges and Universities	1640				X		
Cooperative Arrangements for State Mandated Adult Education	1650				X		
School/Business Partnerships	1660						
Cooperative Arrangements with Business and Industry	1661						
Otherwise Lawful Possession of Firearms on School Property	1700				X		

WOODBRIIDGE PUBLIC SCHOOLS

COMMUNITY RELATIONS

SERIES 1000

		Number	Policy or Regulation
0.	Concept and Roles in Community Relations	1000	P
1.	Communications with the Public	1100	P
	A. Media of Communication	1110	P
	(1) *Parent Involvement	1110.1	P/R
	(a) Parent Portal Acceptable Use and Safety	1110.2	P
	(2) School-Sponsored Publications, Radio and Television		
	(a) School Directory	1111.1	P
	(3) News Media Relationships (Public Press, Radio, & TV)	1112	P/R
	(4) School News Releases		
	(a) News Conference/Interviews	1112.3	P/R
	(b) Media Access to Students.....	1112.5	P
	(c) Video Taping of Staff/Students	1112.6	P/R
	(d) Requests for Information About the Schools.....	1115	P
	(5) Public Participation at Board of Education Meetings	1120	P
	(6) Distribution of Materials by Students.....	1140	P/R
	(a) Distribution of Non-School Literature	1140.1	P
	B. Responsibilities of School Personnel	1150	P
	C. Responsibilities of the Board of Education.....	1160	P
	D. Recognition of Citizens, Staff Members, Members of Board of Education, Students	1170	P
	(1) Award System for State Championship Athletic Teams and Individual Athlete State Champions	1170.1	P/R
	E. Memorials for Deceased Students or Staff	1180	P/R
2.	Participation by the Public		
	A. Agenda Format/Preparation and Dissemination.....	1205	P
	B. School-Community Associations.....	1210	P
	(1) School Volunteers	1212	P/R
	C. Citizens' Advisory Committees	1220	P/R
	(1) For the Board of Education.....	1221	P/R
	(2) For the Staff	1222	P
	D. Citizen's Assistance to School Personnel.....	1240	P
	E. Visits to the Schools	1250	P/R
	(1) Loitering or Causing Disturbances	1251	P
	(2) Motorized Vehicles on School Property.....	1252	P
	F. Educational Foundations.....	1260	P

* **Bolded line indicates policies which boards of education must have due to federal or state law**

WOODBRIIDGE PUBLIC SCHOOLS

COMMUNITY RELATIONS

SERIES 1000

	Number		Policy or Regulation
3. Public Activities Involving Staff, Students or School Facilities	1300	P	
(a) Community Engagement.....	1300.1		P
A. Relations between Public and School Personnel	1310		P
(1) Staff Participation in Community Activities			
(a) Political Activities of School Employees	1311.1		P
(b) Political Activities in the Schools/On School Board Property	1311.2		P/R
(2) Public Complaints	1312		P/R
(a) Complaints Concerning Categorically Funded Programs.....	1312.1		R
(b) Complaints About Policies	1312.2		P
(3) Gifts to School Personnel	1313		P
(4) Soliciting Funds from and by School Personnel	1314		P
(5) Relations Between Public and School Personnel.....	1316		P
(6) Public Conduct at School Activities.....	1316.1		P
B. Relations between Public and Students			
(1) Public Performance by Students	1321		P
(2) Contests for Students.....	1322		P/R
(3) Gifts to Students	1323		P
(4) Soliciting Funds from and by Students	1324		P
(5) Advertising and Promotion	1325		P
(6) Relations With Youth Organizations.....	1327		P
C. Use of School Facilities.....	1330		P/R
(1) Use of Fields by Outside Organizations.....	1330.1		P/R
D. Smoke Free Environment	1331		P/R
E. Access to School Procedures and Materials.....	1340		P
F. Senior Citizens' Benefits	1350		P
G. Awards and Scholarships	1360		P
4. Relations between other Governmental Agencies and the Schools			
A. Local Units			
(1) Law Enforcement Agencies	1411		P
(2) Fire Department	1412		P
(3) Fiscal Authority.....	1416		P
B. State Government	1430		P
C. Federal Government.....	1440		P/R
5. Relations between Area, State, Regional and National Associations and the Schools	1500		P

WOODBIDGE PUBLIC SCHOOLS

COMMUNITY RELATIONS

SERIES 1000

	Number	Policy or Regulation
6. Relations between Non-Public and other Educational Organizations and the Schools	1600	P
A. Parochial Schools	1610	P
B. Private Schools	1620	P
C. Colleges and Universities.....	1640	P
D. Cooperative Arrangements for State Mandated Adult Education	1650	P
7. Otherwise Lawful Possession of Firearms on School Property	1700	P

Existing policy, number 1000 adopted 12/16/02, appropriate as written.

Community Relations

Concept and Roles in Community Relations

The Board of Education recognizes that high performing elementary schools encourage and promote parent and community engagement activities to improve student performance.

Community, is defined broadly as the State of Connecticut and specifically, the Town of Woodbridge and the businesses and individuals affected directly or indirectly that have reason to care about local education. We believe that our community includes students, parents, faculty, staff, town officials, media, senior citizens and taxpayers, law enforcement and other community agencies, churches and synagogues, all of whom help to determine the quantity of educational resources available and the quality of the educational output.

The goal of establishing and maintaining good community relations is a reflection of our understanding that schools depend on community good-will and public financing devoted to providing the best learning environment possible for our children. It is imperative that members of the community, particularly those who serve on other Town boards and school personnel participate in planning, policy development, implementing programs and evaluating results. Hence, a principle goal of the Board is the promotion of open communication and good relations with the community.

School-community relations, then, are not merely reporting and interpreting activities; but involve members of the community and school personnel fulfilling their respective roles in view of the best interests of the school, its vision and mission.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 1001 adopted 12/16/02, appropriate as renumbered.

Community Relations

School-Community Relations

Purpose

The Woodbridge Board of Education recognizes its responsibility in developing a comprehensive two-way program of school community relations to:

1. Stimulate productive relationships among teachers, parents and community members to benefit students and to foster the highest possible levels of student achievement.
2. Make maximum use of learning resources within the community.
3. Provide information and activities to build understanding of the purposes and content of the programs in the district.
4. Promote open communication and good relations with other Town Boards and the taxpayers of Woodbridge.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 1002 adopted 12/16/02, appropriate as renumbered except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Communications Among the Board of Education, the Administration, the Parents and the Staff at Beecher Road School

The PTO (Parent Teacher Organization) is the official liaison organizations between the parents and the Board of Education and Administration.

The PTO will be the primary vehicle for keeping the Board of Education and Administration apprised of major concerns of the parents, while at the same time informing the parents of important matters being considered by the Board.

In the best interest of promoting and encouraging effective and efficient communications with the Board membership, a parent and a teacher shall be invited, as full members, to the standing and other committees of the Woodbridge Board of Education except for Labor and Personnel. Additional members representing the parent and teacher organizations may be added at the discretion of the Board.

It shall be the responsibility of invited members to identify and to report to their committees the needs and concerns of their respective groups, and to report to the respective memberships.

The final decision for all policies and practices within the school remains with the Board of Education.

Committee members and liaison representatives of Town boards will be notified of committee meetings.

Legal Reference:

Connecticut General Statutes

1-200 – 1-241 Public records and meeting

10-220 Duties of boards of education

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Another version of this policy to consider.

Community Relations

Media of Communication

Distribution of Printed Material

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

The Board encourages public input into the decision making process. To this end, the Board supports and encourages various means such as publications, press releases, open houses, websites and public events to disseminate school district information and to hear from the community.

Community members are encouraged to visit the District's website for information about the district including Board of Education and staff e-mail addresses. This will also provide an opportunity for citizens to offer input into District activities or plans.

The community relations program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

The Board of Education believes in the widest possible dissemination of news concerning the schools and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

The Board of Education will place on its agenda any properly signed written communication from a citizen or organization. Appropriate action will then be taken.

Board minutes shall be available in unapproved form, within 7 days of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

Community Relations

Media of Communication

Distribution of Printed Material (continued)

It should be made clear to anyone wishing to review minutes that they are unofficial until approved by the Board of Education.

Legal Reference: Connecticut General Statutes

1-200 – 1-241 Public records and meeting

10-220 Duties of boards of education

Policy adopted:

cps 7/07

Existing policy, presently numbered 1002.1 adopted 12/16/02, appropriate as renumbered except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Parent/Family Involvement

Parent, family and community are important educators of children. The Woodbridge Board of Education recognizes that parent involvement is vital to student achievement. A child's education is a responsibility shared by the school and family during the entire period the child spends in school. A comprehensive parent involvement plan for Beecher Road School may include:

1. Promotion and support for responsible parenting.
2. A school setting that welcomes parents and seeks their support and assistance.
3. Recognition that parents play an integral role in assisting student learning.
4. Regular communications between home and school that are reciprocal and meaningful.
5. Inclusion of parents in the decision making process as it affects children and families.
6. Provision of community resources to enhance school programs, family practices and student learning.

It is the policy of the Board that Beecher Road School, in its mission of education, will involve parents, families, advocates for children, and the community in the education of children and shall have an active organization for fostering parent and community involvement. The words "parent" or "family", as used in this policy, denote any form of extended family or acceptable adult who is advocating for a student.

Parents and families are assured access to their school, their child's classroom and/or school sponsored activities for the purposes of observing class procedures, teaching materials and class conduct so long as this observation is not disruptive to the normal classroom procedures or learning activity. Procedures for visiting schools shall be provided in parent handbooks or other communications from the schools.

School personnel will be available to students, parents and others at mutually convenient times.

Legal Reference:

Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample to consider. (State statute requires boards of education to adopt and implement policies and procedures to encourage parent-teacher communication.)

Community Relations

Communications with the Public

Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, required regular contact with all parents, two flexible parent-teacher conferences for each school year [*required beginning July 1, 2010*], and drop in hours for parents, home visits and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted:

rev 7/10

*A sample regulation based on a regulation from Danbury
which clearly details roles and responsibilities.*

Community Relations

Communication with the Public

Parent Involvement

In order to achieve the desired level of parent involvement desired by Board of Education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

1. Guidelines

Parent involvement activities developed at each school will include opportunities for:

- volunteering;
- parent education;
- home support for child's education;
- parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities

1. PARENTS

It is the responsibility of the parent to:

- actively communicate with school staff;
- be aware of rules and regulations of school;
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- utilize opportunities for participation in school activities.

2. STAFF

It is the responsibility of the staff to:

- develop and implement a school plan for parent involvement;
- promote and encourage parent involvement activities;
- effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement.

Community Relations

Communication with the Public

Parent Involvement

Roles and Responsibilities (continued)

3. COMMUNITY

Community members who volunteer in the schools have the responsibility to:

- be aware of rules and regulations of the school;
- utilize opportunities for participation in school activities.

4. ADMINISTRATION

It is the responsibility of the administration to:

- facilitate and implement the Parent Involvement Policy and Plan;
- provide training and space for parent involvement activities;
- provide resources to support successful parent involvement practices.

Regulation approved:

Sample applications.

1. Use a Variety of Communication Tools

- Explore program and community support options for improving mail, telephone, fax, or e-mail access and use for educators and parents. For example, automated phone systems are a powerful tool for getting information to parents from daily assignments and attendance reports, to parenting tips and student achievement information.
- Create class or program newsletters for parents that contain tips for helping children learn in the home, fun activities to do as a family, and other useful ideas.
- Establish a routine method for parents to review their children's work on a regular basis. For example, use manila envelopes or folders to send student work home each week with a place for parent comments on the front cover.
- Implement additional feedback opportunities for parents and family members such as surveys on current program issues or special parent guest columns in the school newsletter.
- Sponsor program or community events that allow educators and parents to interact on a social basis in addition to standard parent-teacher conferences or school/program meetings.
- Develop a parent handbook to provide positive, practical information about your school or program. Include information on how parents can support their child's efforts to succeed.

2. Reach out to families

- Find out which ethnic groups are represented in each school or program. Provide translation and other support services when needed. Be sensitive to cultural differences, and find appropriate ways to communicate acceptance and respect.
- Affirm parent responsibilities by consulting parents prior to providing special services for children, such as counseling or other social services.
- At least once a year, schedule a school or program event with workshops given by professional, personnel or local parent educators to help parents deal with parenting issues. Provide child care and transportation to encourage parents and family members to participate.
- Develop "family kits" built around relevant themes with games, videos, conversations starters, or other tools for parents to interact with their children on a specific topic. For example, a kit could be built around the theme of setting family goals or developing house rules.

Sample applications (continued)

3. Foster Learning at Home

- Report research findings on how parent involvement can promote student success in school newsletters.
- Provide information sheets to guide parents in helping students with a particular skill, for example, information that explains how to help a young child with reading or how to help a teen with a research project.
- Some projects readily lend themselves to involving parents or other family members. Examples include personal interviews on specific topics or reports based on visits to community museums or points of interest. Provide advance instructions and specific guidelines for each project.
- Ask parents to take an active role in reviewing student portfolios. Parents have the opportunity to review project expectations, discover their child's areas of strength, and gain insight in how to help their child improve.
- Offer suggestions to parents on how they can help their children learn, including questions to ask and practical ways to practice skills.
- Design homework assignments to include parent sign-off.
- Provide brief workshops on specific topics, such as study skills, of interest to student and parents.

4. Organize for Effective Use of Volunteers

- Develop a survey to gather parent and family volunteer information including special skills or talents. Provide opportunities for those who are able to volunteer during the day, those who are able to commit to regular service, and those who can participate occasionally at home or at work. Be sure to follow up with volunteers on a timely basis.
- Provide a consistent place and process for parent volunteers to sign in and list the hours served. In addition, provide surveys regarding school or program climate. Encourage volunteers to offer their suggestions by using "anonymous" response forms.
- Invite parents to join their child for lunch whenever convenient. If possible, provide a free lunch during the year.
- Take time to train volunteers regarding school or program protocols, routine and procedures, volunteer expectations and equipment usage.
- Show appreciation for volunteer support on an ongoing basis.
- Provide a volunteer information packet.

Sample applications (continued)

5. Enable Parents to Participate as Partners

- Share annual reports of school performance and program information with parents at an open meeting to review current progress and solicit input for future goals. Respect for parent perspectives fosters increased understanding of school challenges, more effective program goals for improvement, and overall increased parent and community support.
- Community school/program procedures for addressing parent concerns including appropriate contact person and the process for defining the problem and developing and implementing solutions. Publicize successful changes in the school or program as a result of parent initiation and involvement.
- Include a mini-poll (one question) of parent opinions in each program newsletter covering a wide range of topics over time. Utilize parent feedback in making school/program decisions.
- Develop workshops or include parents in ongoing training on relevant topics such as developing parents as advocates, mastering skills for supporting learning, identifying and supporting learning styles, resolving difficulties, and fostering student achievement.
- Publicize the process for dealing with concerns.
- Recruit parent representatives to serve on committees dealing with policies and program decisions.

6. Develop Partnerships with Local Business and Service Groups

- Work with community partners to hold special events such as health fairs, technology nights, or other learning opportunities to inform parents and families of community resources and services. Keep the events family-focused by providing activities suitable for both children and adults.
- Recruit school or program volunteers from senior citizen groups. Provide recruitment information that is highly specific about tasks to be performed, time frame, and specific program requirements. Find creative ways to show appreciation to seniors for their assistance.
- In the local chamber of commerce newsletter, include a request from the school district superintendent for employer cooperation and encouragement or parent attendance at parent-teacher conferences and other parent involvement activities.
- Furnish local employers with information sheets containing parenting/parent involvement ideas.

**SOURCE: National Standards for Parent/Family
Involvement Programs Guide
National P.T.A.**

Online Grading Systems (Parent Portal)

(Background information for Policy Committee)

Update Mailing No. 1

November 15, 2010

Online grading systems are proliferating and transforming relations among teachers, parents and students. As technology increases its usefulness as a tool for teachers and administrators it is only natural that grade books, and other data, become available electronically. Teachers can enter grades and other information from any location. Parents and students, if permitted by the district, can view the grades and other available information easily. Commercially available Internet programs, such as, but not limited to, SchoolMAX, Edulink, PowerGrades, SnapGrades, eSembler and Infinite Campus make it possible, through online grade and information posting, for parents to better monitor academic progress and related issues.

Prospective failure is no longer a bombshell dropped in a parent-teacher conference. A bad grade on a test can't be concealed by discarding the evidence. Online grade and information posting better connects parents to the academic lives of their children, a relationship that too often tends to decay as students progress into middle school and high school. Internet-based classroom portals can give parents and students the ability to review grades, download homework assignments and chat with teachers online. Such programs are becoming increasingly more common nationwide. This has become a fringe benefit of the movement toward centralized data bases of grades, test scores and other education information collected pertaining to students, including statistics pertaining to student performance, attendance and discipline.

Rather than minimizing parental communication, parent portals and online grade posting have increased communication. Parents can question or challenge grades, request advice in improving an average, and result in more meaningful parent-teacher conferences because of the availability of all pertinent information.

Benefits of Electronic Grade Books

Data management is facilitated for teachers. A teacher can set up the weights or percentages for the semester and then only need to worry about entering new assignments. Electronic grade books can do the calculations and provide convenient tools for examining missing assignments and grade trends. Some of the available programs also provide tools for reporting activities such as portfolios and authentic assessments. Grades for progress reports or report cards can be pulled from the electronic grade book at a predetermined time and date.

Parents and students are provided a portal into the teacher's grade book, showing student grades and progress when a parent or student desires to see it. The need to wait for the teacher to calculate the grades and the student to deliver the information is eliminated. Timely information concerning missing assignments can be provided. This helps students keep track of their work.

Online Grading Systems (Parent Portal)

(continued)

Update Mailing No. 1

November 15, 2010

Online Grade Book Drawbacks

A major drawback to making electronic grade books available through a password is that teachers must keep the grade book current. This can represent a significant departure from habits developed with traditional paper grade books. Parents and students, if permitted access, will now be looking for grades shortly after an assignment has been completed. For on-line grading to truly work, teachers must grade students' work in a timely manner. Further, a missing assignment should be entered as a zero until the assignment is turned in since an empty spot in most electronic grade books will be skipped; potentially resulting in a temporarily inflated and false grade average.

There are many developmental abilities, especially for younger students, for which it is difficult to provide a grade. Anecdotal accounts are better suited in some situations, as is personal communication between parent and teacher. Accessing grade books electronically can potentially cause parents to rely on the grades and not get the full picture of their child's progress in school.

Security

The success of these programs depends on their security. Access for parents/guardians is password protected which is not to be shared with anyone. This allows parent access only to the data of their own children, not others, which is prohibited by federal law (FERPA). Parents /guardians, prior to using this parent portal should be required to sign an "Acceptable Use Policy Agreement" pertaining to the portal's use. This "Agreement" details the conditions under which the parent portal can be accessed and used. Most users of this software do not permit student access to the portal, in order to better maintain the security issues. This is a local policy decision.

Policy Implications: Policy #1110.2, "Parent Portal Acceptable Use and Safety Policy," is a new policy pertaining to this issue. Several versions are presented for consideration. In addition, a version developed by New Fairfield is also presented for your consideration. These are considered as optional for placement in a district's policy manual. However, if the district plans to implement a parent portal, utilizing one of the many programs commercially available, it is strongly advised that prior to such implementation, a district policy be adopted.

Sample policy to consider.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #1)

The _____ Public Schools uses _____ (program name) for student information management. This program has developed a parent portal tool to allow parents/guardians to view the records of their child(ren) via the Internet. _____ Schools will provide parents/guardians of currently enrolled students the privilege of free access to the Parent Portal. Only parents or guardians of students enrolled in the District will be allowed access to the Parent Portal. The District reserves the right to deny or cease access to the Parent Portal due to the abuse of the Portal, court orders, or any other legal proceedings that limit the availability of private educational data.

Purpose

The District has opened the Parent Portal to enhance communication between the District and parents/guardians. Users of the Parent Portal will have access to the following information about their children:

- Attendance
- Student schedule
- Grade book and assignments

The District reserves the right to add or remove any of the above functions from the Parent Portal at any time.

Use of the Parent Portal

Access to the Parent Portal on the District's system is a privilege, not a right. Users of the Parent Portal are required to adhere to the following guidelines:

- Users will act in a responsible, legal, and ethical manner.
- Users will not attempt to harm or destroy data, the school, or the District network.
- Users will not attempt to access data or any other account owned by another user.
- Users will not use the Parent Portal for any illegal activity, including violation of data privacy laws.
- Users who identify a security problem with the Parent Portal must notify the District's Technology Department/Central Office Administration immediately without demonstrating the problem to someone else.
- Users will not share their password with anyone, including their own children.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #1) (continued)

- Users will not set their own computer to automatically login to the Parent Portal.
- Users identified as a security risk to the Parent Portal or District's network will be denied access to the Parent Portal.

Anyone found to be in violation of these laws may be subject to civil and/or criminal prosecution.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardians to student's records.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors. Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Statutes

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Policy adopted:

cps 11/10

Sample policy to consider.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #2)

User Expectations: The _____ Public Schools manages student information electronically and uses a secure internet site to enable electronic access to student information. The District will make certain student education records available for viewing only to authorized parents/guardians [and students] via the secure internet connection. All parents/guardians will comply with the internet use regulations and all technology regulations/procedures, as well as all other applicable District policies. The Board of Education supports access by students, parents/guardians, teachers, and administrators to informational resources that will improve participation in a child's education and improve communication between students, parents/guardians and the student's teachers.

Rights and Responsibilities: Portal access is a free service offered to all current parents/guardians of the District. Access to student information from the Internet is a privilege, not a right. Parents/guardians, students, and staff must understand and practice proper and ethical use. Only after a family has enrolled their child(ren) in the District will a parent/guardian [and/or student] be authorized to activate a Portal account. Once a student withdraws, turns 18, or graduates from the District, Portal access will be inactivated for that student's parents. Students that turn 18 may give continued access to parents by signing an agreement.

Information Accuracy Responsibilities: Information accuracy is the joint responsibility between schools, parents/guardians, and students. School personnel will make every attempt to ensure information is accurate and complete. If a parent/guardian or student discovers any inaccurate information, they should notify the teacher/counselor/school administration immediately and provide proof of the inaccurate information.

Information Accessibility: The District reserves the right to add, modify or delete functions in the Portal at any time without notice.

Access Agreement: Each parent/guardian must complete and sign a Parent/Guardian Portal Access Agreement. After verification of information on the form, school personnel will follow the process outlined in this document to establish an account. The completed and signed form will be retained in the cumulative record folder of each student at the school in which the student is enrolled.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #2) (continued)

Portal Use: Parents/guardians and students are required to adhere to the following guidelines:

- Parents/guardians [and students] will act in a responsible, ethical and legal manner.
- Parents/guardians [and students] will not attempt to harm or destroy the school or the District's data or networks.
- Parents/guardians [and students] will not attempt to access information or any account assigned to another user.
- Parents/guardians [and students] will not use this Internet site for any illegal activity, including violation of Federal and State law. Anyone found to be in violation of these laws would be subject to civil and/or criminal prosecution.
- Users who identify a security problem within the Portal must notify the school administration immediately.
- Parents/guardians [and students] shall not share their password with anyone, including their own child(ren).
- Parents/guardians [and students] identified as an internet security risk will be denied access to the site.

Security Features

- Access is made available with a secure Internet site.
- Multiple unsuccessful login attempts will disable the user's account. Until the school has verified the assigned user to the locked account, the account will remain locked.
- The users will be automatically logged off if they leave their web browser open and inactive for 10 minutes.
- The student's account will be disabled when the student withdraws, graduates or is expelled.
- The parent/guardian account will be disabled when their child(ren) have withdrawn, turned 18, been expelled or graduated, or a court action denies the parent/guardian access to the student's information.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #2) (continued)

System Requirements and Portal Support

The District is not responsible to:

- Recommend or approve computer system requirements necessary to access the Portal;
- Provide technical support for computer systems accessing the Portal, the Portal itself beyond user account issues, or any other issue related to the use of the Portal; and
- To provide any means, including but not limited to a computer system and/or internet access, by which any parent may access the Portal.

Parents/guardians can find support information on the District website. Parents/guardians should not contact the school building for support. The school building is not able to deliver support for the Portal.

Limitation of School District Liability

- The District will use reasonable measures to protect student information from unauthorized access. The District will not be responsible for legal or financial obligations arising through unauthorized use of the District's system or Internet. The District does not promise any particular level or method of access to the Internet site for viewing student information.
- The District will not be responsible for actions taken by the parent/guardian or student that would cause compromise of their student information.
- The District reserves the right to limit or terminate Portal access for any reason without notice. All parents/guardian requesting a Portal account consent to electronic monitoring and understand that all activity is electronically recorded.

Portal Account Request and Setup

- The parent/guardian is required to complete the _____ Parent/Guardian Portal Access Agreement.
- The parent/guardian only needs to complete one agreement form for all children in their household.
- Schools will verify parent/guardian identification with official government identification.
- After the student is enrolled into the student information system, the parent/guardian requesting the account will be provided an activation key.

Community Relations

Media of Communication

Parent Involvement

Parent Portal Acceptable Use and Safety Policy (Version #2) (continued)

Portal Account Request and Setup (continued)

- The activation key is used by the parent/guardian to create their secure account.
- The school will keep the completed and signed form in the cumulative record folder of each student.

Account Unlock Procedures: Parents/guardian or students may find information on how to unlock their account on the District website.

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardians to student's records.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors. Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Statutes
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Policy adopted:

cps 11/10

Parent Portal Agreement

The _____ School District has developed the Parent Portal as a means to further promote educational excellence and to enhance communication with parents/guardians. The Portal allows parents to view their own child’s records at any time. In response for the privilege of accessing the _____ School District Parent Portal, every parent/guardian is expected to act in a responsible, ethical and legal manner. The Portal is available to every parent/guardian of a student enrolled in _____ School District.

Parents are required to adhere to the following:

1. Parents/guardians will not share their passwords with anyone, including children.
2. Parents/guardians will not attempt to harm or destroy data of their own children, of another user, school or District network, or the Internet.
3. Parents/guardians will not use the Parent Portal for any illegal activity, including violation of Data Privacy laws. Anyone found to be violating laws will be subject to civil and/or criminal prosecution.
4. Parents/guardians will not access data or an account owned by another parent/guardian.
5. Parents/guardians who identify a security problem with the Parent Portal should notify the District’s Central Office immediately without demonstrating the problem to anyone else.
6. Parents/guardians who are identified as a security or harassment risk to the Parent Portal or any other District computers or networks, will be denied access to the Parent Portal.

Parent/guardian access to their children’s records may be on a continuous basis as long as their children are enrolled in the District.

Please review these user guidelines before signing the “Parent Portal Agreement” below. Only by signing and returning this Agreement will you receive access to the Parent Portal.

Please provide the following information about your students in _____ Schools.

Last Name, First Name <i>(Please Print)</i>	School Name	Grade	Date of Birth

Your signature verifies your agreement to comply with the stated security measures.

I have read and I agree to abide by and support these rules.

Parent/Guardian #1 PRINT NAME

Parent/Guardian #2 PRINT NAME

Parent/Guardian #1 Signature & Date

Parent/Guardian #2 Signature & Date

Return this form as requested or to the main office of a school in the District.

An optional sample policy to consider.

Community Relations

School Directory

The Superintendent of Schools shall develop personnel directories subject to the following conditions:

- The Directories will be distributed only to persons or organizations authorized by the Superintendent or Board of Education.
- The Personnel Directory shall not be distributed for political or commercial use.

(cf. 1340 – Access to School Procedures and Materials)

(cf. 4112.6 – Personnel Records)

(cf. 9330 – Board/School System Records)

Policy adopted:

cps 9/03

Existing policy, number 1112 adopted 2/24/03, appropriate as written except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

News Media Relationships

The Board of Education shall cooperate with the news media in providing the public with pertinent facts concerning the schools. The Superintendent shall serve as the basic source of information regarding the school system.

The Board of Education encourages the attendance of the news media at all open Board meetings.

The Woodbridge Board of Education supports the recognition efforts of local and regional publications and media in reporting the accomplishments, achievements, awards and honors of students. Local cable access, TV, newspaper and school newsletters from time-to-time seek opportunities to take pictures or write of school activities and student accomplishments. It is the policy of the Woodbridge School District to make this information routinely available, under most conditions, unless parents have requested in writing, in advance, that they do not wish to have information concerning the school activities of their child published.

The Board permits the interviewing, videotaping or photographing of students during the school day only when such activities, in the judgment of the Principal or Superintendent, do not disrupt the educational program, tend to cause undue confusion, or involve a controversial issue of a political nature. Publicity efforts as noted would take place under the guidance of school staff and with the restriction that the names or other identifying information of the involved students will not be provided without the prior written approval of the parent(s) or legal guardian of the student.

Individual interviews of students on camera or for publications will not be permitted without the prior written approval of the student's parent or guardian.

The Woodbridge School District will comply with parents' written requests in support of the interests and wishes of parents.

Legal Reference:

Connecticut General Statutes

1-226 Recording, broadcasting or photographing meetings

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A new version of this policy.

Community Relations

News Media Relationships

Schools are public institutions serving the educational needs of the community. Therefore, it is important that information be disseminated concerning programs, activities, and significant school events. The Board recognizes the important role the media serves in reporting information about the District's program, services and activities. Therefore, the District will make reasonable efforts to provide media access to students.

To ensure that publicity is coordinated with a common effort and purpose, the following shall be followed with news media:

1. Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.
2. School administrators are authorized to grant permission and set parameters for media access to students in their respective schools.
3. The media may interview and photograph students involved in instructional programs and school activities including athletic events if authorized by the Principal provided that their presence will not be unduly disruptive.
4. If, in the judgment of the administration, the presence of any photographer, broadcaster, or news journalist causes such disruption that orderly conduct of the activity becomes unfeasible, access by these individuals may be limited to the extent necessary to remove disruption.
5. News media personnel who intend to photograph, broadcast, or record for broadcast student activities shall provide appropriate identification to the school administrator, if requested, prior to access.
6. Only news media personnel employed by a newspaper, radio or television broadcasting company, or personnel of a recognized student news medium assigned to cover the activity shall be permitted to photograph, broadcast, or record for broadcast, such activity.
7. Media representatives wishing to photograph or identify particular students, must obtain parental or guardian approval as well as school administrator permission.

Community Relations

News Media Relationships (continued)

8. In the case of photographs, videotapes, and/or articles referring to students involved in athletic events parental or guardian permission may be provided on an annual basis.
9. Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly. Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly. Parents who do not want their student interviewed or photographed by the media should direct their child accordingly.

Legal Reference: Connecticut General Statutes

1-226 Recording, broadcasting or photographing meetings

Policy adopted:

cps 6/04

A sample regulation to consider.

Community Relations

News Media Relations

Recognizing that an open relationship should exist between school administrators who are charged with the responsibility of conducting public business, and the news media who has the responsibility of reporting the actions of government to citizens, the Superintendent of Schools is authorized to provide to the members of the press information which is a matter of record and public information.

Members of the press, television and radio stations will be directed by the Superintendent of Schools to the administrator directly responsible for the information they seek.

Information released to the media shall be that which is public information as covered by statute. It is recognized that there is information of a confidential nature which shall not be released, such as information concerning personnel, grievances, negotiations, court actions and special placement of students. Information provided to the media should be factual and should not involve speculation or assumptions.

Administrators may release any information which has been previously generated. This does not include, however, generating new information at the request of a member of the press. All communications by school officials to the press shall be "on the record." Press releases are to indicate the administrator's name and title.

The Principal has the right to restrict interaction with students on school property if he/she deems it interferes or disrupts the educational process.

Regulation approved:

cps 4/99

An optional policy to consider.

Community Relations

Access to Information

The Board of Education acknowledges the need for an informed citizenry and, at the same time, recognizes the public's right to access information regarding the operations of the school system. The Board of Education, therefore, will make available statistics and other studies reported at public meetings and disseminated to the media. This will be accomplished through information-sharing meetings, through presentations at regular Board meetings, and at Board Committee meetings, and through meetings of parent organizations.

Moreover, in complying with Section 1-210 of the Connecticut General Statutes, and continuing to fulfill its obligation and desire to keep the public informed, while at the same time attempting to eliminate excessive expenditures of staff time in the compilation, assembly, and distribution of information pertaining to public school operation, the Branford Board of Education has adopted the following procedures to assist in determining access to information.

The Superintendent is responsible for developing regulations to implement this policy consistent with all applicable Federal and State Statutes and Regulations and in keeping with the Board's policy intent.

Legal Reference: Connecticut General Statutes

 1-210 Access to public records. Exempt records

Policy adopted:

cps 11/00

A sample regulation to consider.

Community Relations

Access to Information

Procedures for Accessing Information

The Board's policy pertaining to the access of information shall be administered according to the following guidelines.

1. The Board grants discretion, within all applicable statutes, to the Superintendent for implementation of this policy.
2. Any information covered by Section 1-210 that is readily available in the format in which it is requested will be supplied by the Superintendent or his/her designee for inspection and/or copying by the person or group making the request. A reasonable fee may be charged for the cost of reproducing requested information.
3. A document or record which is limited in its availability to the administration will not be released.
4. Requests for studies or analyses of information which will result in staff members assuming responsibilities or performing tasks that are not ordinarily part of their day-to-day duties, will only be undertaken with Board of Education endorsement.

Such requests shall contain the following information: the name of the person, agency, group, or organization requesting the information; the exact nature of information requested.

5. The Board, in consultation with the Superintendent, will examine the request to determine the appropriate action to be taken. A positive endorsement to fulfill requests must receive a majority vote from the Board at either a regular or special meeting.
6. According to statute, the following records may not be disclosed:
 - a. Preliminary drafts or notes
 - b. Personnel or medical files
 - c. Information to be used in a prospective law enforcement action if prejudicial to such action
 - d. Records pertaining to such action
 - e. Test questions, scoring keys, and examinations
 - f. The contents of real estate appraisals, engineering or feasibility studies made relative to the acquisition of property
 - g. Records, reports, and statements of strategy, or negotiations with respect to collective bargaining
 - h. Student records covered by privacy law
 - i. And any other records, documents, or materials deemed confidential by the courts or FOI Commission.

Community Relations

Access to Information

Procedures for Accessing Information (continued)

7. Appeal process:

Any individual or organization denied access to information by the Superintendent or his/her designee may appeal this denial to the Board of Education. A request for reconsideration shall be directed in writing to the Superintendent who will bring the item before the Board as a whole. The petitioning organization or individual may present relevant information to the Board.

Legal Reference: Connecticut General Statutes

1-210 Access to public records. Exempt records

Regulation approved:

BRANFORD PUBLIC SCHOOLS
Branford, Connecticut

A policy to consider.

Community Relations

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the district's program, services and activities. Therefore, the district will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events provided their presence will not be unduly disruptive and shall comply with Board policies and district goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Media representatives wishing to photograph or identify particular students, must obtain parental or guardian approval as well. Such permission shall not be required before photographs, videotapes, and/or articles referring to students involved in athletic events may be published.

Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Parents will be advised of the district's media access to student's policy at the time of the student's registration and each fall in the student/parent handbook.

(cf. 5125 - Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes
1-213 Access to public records. Exempt records.
10-209 Records not to be public.
Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec 1232g (1988).
Title I - Amendments to the Individuals with Disabilities Act. (PL 105-17)

Policy adopted:

A policy to consider.

Community Relations

Videotaping of Staff/Students by Non-District Parties

Videotaping and filming of school district employees shall have the prior written consent of the building Principal and the participating employees.

Videotaping or other recording shall be limited to the videotaping of assemblies, plays, award ceremonies, and other events to which the public is invited. If any student is to be filmed or videotaped and will be identified as a primary subject of the filming or videotaping, prior written consent/release/waiver shall be obtained from the student's lawful custodian.

Videotaping of Staff/Students by School District Personnel

School district personnel have the authority to videotape assemblies, plays, award ceremonies, sports activities and other events.

Videotaping of teacher instruction in the classroom, as required by the State Department of Education for certification purposes, where the focus of the videotaping is primarily on the teacher conduct, parental consent is not required. General notice to parents that such videotaping occurs on an ongoing basis as part of teacher certification for non-tenured teachers shall be provided to all parents.

Videotaping when conducted as part of security purposes or as part of investigation for suspected illegal or prohibitive activity does not require parental consent.

Any videotaping which constitutes an educational record as delineated by Family Educational Rights and Privacy Act of 1974 (FERPA) requires prior parental or student consent.

Policy adopted:

cps 4/08

A sample regulation.

Community Relations

Videotaping of Staff/Students

Videotaping and filming of school district employees and/or students is subject to the following procedures:

1. The exclusive rights for any videotape or film and the soundtrack thereof produced by the school district shall be its exclusive property unless other prior written agreements are made.
2. Signed consent forms must be obtained from the Building Principal and participating employees before videotaping or filming is begun. A signed consent/release/waiver must be obtained from the lawful custodian of each disabled or exceptional student who is identifiable as such and from the lawful custodian of all students who are identified or made a primary subject on camera.
3. The consent/release/waiver form is available from the Principal's office. After a form is signed, it should be sent to the Principal and a copy given to any of the participants if requested.
4. Film or videotape of a district employee shall not be used for any purpose other than the purpose set forth.
5. School district productions shall not be duplicated without the consent of the Superintendent or his/her designee.
6. Commercial distribution of videotapes or films produced by the school district is not permitted without an appropriate signed consent/release/waiver and the approval of the Superintendent of Schools and the Board of Education.
7. This policy does not apply to local new media representatives in performance of their routine duties as reporters. The policy also does not apply to employees or pupils who are filmed or videotaped during voluntary appearances in public or for use in their own classroom.

(cf. 1112 News Media Relationships)
(cf. 1112.5 Media Access to Students)
(cf. 5125 Student Records)
(cf. 6145.4 Student Performances)

Regulation approved:

cps 4/99

Sample form letters to consider

(To be printed on school letterhead)

Dear Parent,

Students must have the permission of their parents or legal guardians before they may be individually interviewed or photographed by representatives from the media. We appreciate your cooperation in this matter. While we like to be as open to the media as possible, we also respect each student's right to privacy guaranteed by the "Family Education Rights and Privacy Act of 1974." Please return the form below to your child's teacher so that it can be kept on file.

Sincerely

Principal

=====

Parental Permission for Interview/Photograph by Media of a Student

Enrolled in the _____ School System.

I do hereby grant permission for my child _____ (name) _____ to be interviewed/photographed by a journalist/photographer/cameraman from (news service) _____ on _____ (date) _____ at _____ (location) _____ School in an activity that is being coordinated by _____ Schools.

(Parent/Guardian Signature)

(Date)

**AUTHORIZATION TO PHOTOGRAPH, VIDEOTAPE OR RECORD
EMPLOYEE**

I, _____, an employee of the _____ Public Schools, hereby authorize, release and/or otherwise consent to my being the subject of photographs, videotapes or audiotapes, or combinations thereof, that are taken, shot or recorded at school or school related activities, during the _____ school year.

The District and/or any of its employees or agents is specifically given the right and permission to cause my likeness or voice or both to be recorded and exhibited as still photographs, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

The District and/or any of its employees or agents is specifically given the right and permission to distribute, copyright and/or use, reuse and/or broadcast, rebroadcast, publish and republish still photographs, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

I hereby waive the right to inspect or approve the finished still photograph, transparencies, motion pictures, television, video (videotape recordings) or other similar media including any sound track associated therewith, or advertising copy or printed matter that may be used in conjunction therewith or the eventual use that may be made of such still photograph, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

I specifically authorize the reproduction, sale, exhibition, broadcast and/or distribution of this material without limitation. My image may be used without compensation for replay to others.

Employee's signature: _____ Date: _____

Employee's name (printed): _____

**AUTHORIZATION TO PHOTOGRAPH, VIDEOTAPE OR RECORD
STUDENT**

I, _____, the parent/guardian of student _____ hereby authorize, release and/or otherwise consent to the student being the subject of photographs, videotapes or audiotapes, or combinations thereof, that are taken, shot or recorded at school or school related activities, during the _____ school year.

The District and/or any of its employees or agents is specifically given the right and permission to cause the student's likeness or voice or both to be recorded and exhibited as still photographs, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

The District and/or any of its employees or agents is specifically given the right and permission to distribute, copyright and/or use, reuse and/or broadcast, rebroadcast, publish and republish still photographs, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

I, on behalf of the student, hereby waive the right to inspect or approve the finished still photograph, transparencies, motion pictures, television, video (videotape recordings) or other similar media including any sound track associated therewith, or advertising copy or printed matter that may be used in conjunction therewith or the eventual use that may be made of such still photograph, transparencies, motion pictures, television, video (videotape recordings) or other similar media, including Internet applications.

I, on behalf of the student, specifically authorize the reproduction, sale, exhibition, broadcast and/or distribution of this material without limitation. My student's image may be used without compensation for replay to others.

Student's Signature

Parent's/Legal Guardian's Signature

Date

Date

An optional policy to consider.

Community Relations

Requests for Information About The Schools

The Board of Education recognizes its responsibility to promote public understanding of the overall philosophy of the District and to provide specific information on the operation of the school system.

In recognition of the public's right to information about the schools, the administrative staff shall provide information wherever possible in response to public inquiry, in anticipation of public interest, and in keeping with State and Federal Law.

Legal Reference: Connecticut General Statutes

1-200 Freedom of Information Act

Policy adopted:

Existing policy, number 1120 adopted 5/18/04, appropriate as written except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law.

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular, and all special meetings of the Board of Education is made through the posting of the agenda on school premises, and directly to those citizens, newspapers and community and professional organizations who specifically request such notification.

Legal Reference:

Connecticut General Statutes

1-225 Meetings of government agencies to be public,

1-226 Broadcasting or photographing meetings,

19a-342 Smoking in public meetings in rooms of public building prohibited,

1-227 Mailing of notice of meetings to persons filing written request. Fees,

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution,

1-232 Conduct of meetings,

1-206 Denial of access to public records or meetings,

10-238 Petition for hearing by board of education,

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

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Another version to consider.

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law. (See 9324 for details)

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through posting the agenda, through notices to newspapers, and directly to citizens and community and professional organizations who specifically request such notification. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Board meetings are meetings held in public and are not open hearings. Once the Board moves into regular agenda the public may participate as allowed by the Chairperson and with the following restrictions:

1. Questions and/or comments are to be restricted to the specific agenda item being discussed;
2. Board members shall be recognized first for comments and/or questions;
3. Questions and/or comments by the public may be restricted by the Board Chairperson;
4. The Chairperson may, at his/her discretion, curtail public discussion at any time.

Any citizen may appear before the Board to express his/her opinion concerning the educational program of the district. The public is advised that any discussion of specific Board employees will not be allowed at meetings and should be addressed to that employee's immediate supervisor. The Board agenda provides opportunities for comments and questions from persons attending the meeting. Persons wishing to address the Board should give their names and addresses.

(cf. 1312 - Public Complaints)

Community Relations

Public Participation at Board of Education Meetings (continued)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agents to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.

1-226 Broadcasting or photographing meetings.

19a-342 Smoking in public meetings in rooms of public building prohibited.

1-227 Mailing of notice of meetings to persons filing written request. Fees.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

1-232 Conduct of meetings.

1-206 Denial of access to public records or meetings.

10-238 Petition for hearing by board of education.

Policy adopted:

cps 4/99

Distribution of Nonschool Literature by Students

Background Information for Policy Committee

School districts often allow students to distribute nonschool literature on school grounds. Such literature includes a range of documents from flyers for community organizations such as the Boy Scouts or Little League to invitations to a classmate's birthday party. Controversies arise occasionally based upon the content of the material or the means of distribution.

If a district allows students to distribute nonschool material to classmates, the First Amendment of the U.S. Constitution must be considered. Court cases involving the First Amendment have concluded that a school district can adopt reasonable rules to control the distribution of materials. The rules however may not discriminate based upon the viewpoints expressed in the students' materials.

Nonschool literature is defined as any material that the district itself does not produce or control. Examples of such material include students' personal cards, letters, pamphlets about a community activity, invitations to a church social event or copies of the Bible. However, materials distributed for a school purpose or in an instructional setting are considered "school related" and are not covered by a policy pertaining to the distribution of nonschool literature. School-related materials include all of the materials disseminated by the school or district and include such items as textbooks, permission slips or information related to school-sponsored activities. If this distribution occurs under the supervision of district staff, such as teachers, for an instructional purpose, such distribution is considered school-related.

It is the common practice for school districts to create a "limited public forum" for student distribution of nonschool materials by permitting distribution only at certain times and places and under specified conditions. By definition, a "limited public forum" allows some, but not all, distribution of nonschool materials. A forum is either a place for communication, such as a classroom, or a means of communication, such as a school newspaper or the schools' public address system.

It must be stressed that within a limited public forum, a school district cannot decide which materials will be distributed and which will not be based solely upon the viewpoints expressed in the materials. In short, once the district has made the decision to allow the distribution of nonschool materials, the district may not choose which to distribute based upon the views expressed in the materials. The district may not bar a student from distributing materials simply because they may be controversial or that the district disagrees with the message. However, there are some reasons, which will be discussed later, for banning the distribution of certain materials, which should be listed in school district policy.

District policy pertaining to this issue should require that nonschool materials be reviewed by a school official before distribution. If the intended distribution is during the school day or at a school function with students present, the district is permitted to impose such a prior-review requirement.

Court rulings have indicated, however, that a prior-review requirement cannot be imposed at school-sponsored events that take place after hours for adults, such as a parents' night or school board meeting. However, in such situations, the district's other policies concerning distribution of nonschool literature, such as limitations on content and time, place and manner restrictions still apply.

Distribution of Nonschool Literature by Students (continued)

Even if a district has opened a limited public forum for the distribution of nonschool materials, the district maintains some control of the content of the materials that can be distributed. In utilizing the prior-review requirement, school officials' decisions must be viewpoint neutral.

Because the speech rights of students are not coextensive with those of adults, schools may prohibit the distribution of some types of student literature altogether. Therefore, school officials may screen the material for content that is lewd, obscene, or otherwise likely to cause a substantial disruption of school operations.

Material that violates the rights of others could be prohibited. Included in this category would be literature that is libelous, that invades the privacy of others or infringes on a copyright. It is also possible to prohibit material that advertises products that are illegal for minors such as alcohol. But, as previously indicated, the district cannot bar distribution just because it contains a controversial message or content with which the district disagrees. District policy is necessary to provide administrators and students clear guidance about prohibited content. This will permit the consistent enforcement of district policy.

In permitting a limited public forum for student distribution of nonschool literature, the district and its schools can impose reasonable "time, place, and manner" restrictions on distribution. It is permissible to limit distribution to times before and after regular school hours, during recess, lunch or homeroom periods. Also, the distributions can be limited to designated locations, such as school entrances or exits, a handout table or bulletin boards.

A question that often arises is "May students distribute religious or political literature at school?" Generally, students have the right to distribute religious or political literature on public school campuses, subject to reasonable time, place and manner restrictions. These restrictions, as previously indicated, should be reasonable and must apply evenly to all nonschool student literature.

CABE does not recommend that the policy specify times or places for the distribution of the materials. The policy should require the individual schools to set reasonable rules regarding the distribution of such materials. However, it is important that school rules be reasonable, clearly communicated to the student body and enforced consistently, regardless of the viewpoint expressed in the material.

The district may want to consider steps to be taken to avoid an appearance of school sponsorship of nonschool materials. The policy could contain a disclaimer or require that a disclaimer statement be printed or affixed to all nonschool material distributed on school grounds. A prominent disclaimer indicates that the district does not endorse, approve or sponsor the activities, views, or events promoted by the materials. If a disclaimer is used, it must be done uniformly with all materials.

Policy Implications:

CABE's current policy #1140, "Distribution of Materials by Students (Use of Students)" pertains to this issue. Several versions, in addition to an administrative regulation, follow for your consideration. In addition to the above, a new policy #1140.1, "Distribution of Nonschool Literature/Publications" follows for your consideration.

Sample policy to consider.

Community Relations

Distribution of Materials by Students (Use of Students)

Version #1:

The Board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building Principal and meet certain standards prior to their distribution.

It is the responsibility of the Superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Version #2:

Printed materials may be distributed to parents by students as inexpensive means of mass communications. At the same time this procedure can prove objectionable to parents and the school district if overdone.

To provide the most effective use of this technique without exploitation of staff or students, the Superintendent or his/her designee may approve such distribution providing:

1. The materials relate to the school, community, local recreational or civic activities.
2. The materials do not relate to any religious belief or activity, or promote private gain, or political position.
3. The materials do not promote any political party or candidate.

All requests from groups or individuals to have students distribute materials to people in the community, with the exception of requests from school-connected organizations like parent-teacher organizations or Board appointed citizens' ad hoc advisory committees, will be referred to the office of the Superintendent to determine whether the requests comply with overall school purposes and policy.

Use of Students

The Board prohibits the use of students during normal school hours in activities which are not part of the normal educational and planned curriculum process. Permission for use of students in activities of a non-educational nature must be obtained from the Superintendent or his/her designee who will ensure that the student's rights in terms of voluntary activities are maintained and that students are not exploited either knowingly or unknowingly.

The Superintendent or his/her designee shall interpret this policy strictly. In case of differences regarding the decision, the decision of the Superintendent will be final in order that the best interests of the students will be served.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

Budget/Referendum Materials

Information concerning a budget or referendum, specifying only the time, date, location, and question or proposal may be disseminated through the students. This information may not contain statements, or be written in a manner which may advocate a position on the budget or on a referendum question.

Version #3:

The Board of Education directs the Superintendent or designee to strictly interpret this policy. In case of differences of opinion, the decision of the Superintendent will be final.

While the distribution of printed materials to and/or by students may be beneficial, such activities shall not interfere with the educational process. Any such distribution of materials must meet the following restrictions:

1. Posters

Posters may be displayed in the schools only if they publicize activities or functions of the following types of organizations:

- Student clubs, teams, or other formally recognized organizations.
- School-related parent/guardian organizations.
- Town agencies.
- Local philanthropic organizations.

In addition, posters publicizing events put on by organizations whose goals are compatible with those of the school district may be displayed.

2. Flyers

Flyers may not be distributed directly to students unless they publicize activities or functions of school clubs, teams, or other school or town-related formal organizations. Flyers publicizing events put on by non-profit organizations whose goals are compatible with those of the school district may be made available to students in the school office.

3. Announcements

The public address system of the school shall not be used to publicize any activity unless it is directly related to a curricular or extra-curricular function of the school.

4. Content

The materials may not relate to any religious belief or activity, or promote private gain, or a political position, party, or candidate.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

Version #4:

The Board reserves the right to refuse distribution of any material by outside individuals or groups to the students of the District.

CABE Note: This statement means that the district can refuse to let ANY individual or groups distribute materials. IF, however, the Junior Achievement or Explorer Troop or the United Way, for example, ARE allowed to distribute materials, then the district cannot elect to refuse the Gideons permission to distribute bibles or the KKK to distribute flyers about a rally! If you let some outside individuals or groups distribute materials, you cannot refuse others without possible claims of violation of First Amendment rights!

Advertising in the Schools

No advertising of materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the District without prior approval of the Superintendent. Advertising in student publications shall be regulated by rules and regulations developed by the Superintendent. Ads concerning drug paraphernalia and any controlled substance are prohibited in any school-sponsored publication.

CABE Note: This is the section which would cover the distribution of planners/notebooks/book bags, etc. with advertising on them.

Use of Religious Materials

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion but such material is prohibited if used to indoctrinate the practice of a religion.

Dissemination of Religious Materials

Materials that have a religious content may be made available to students during non-instructional time. The District shall impose content neutral, time, place, and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not being endorsed or sponsored by the District.

(cf. 3152 – Spending Public Funds for Advocacy)

Legal Reference: Connecticut General Statutes
9-369b Explanatory text relating to local questions.

Policy adopted:
cps rev. 3/04

A sample regulation to consider/modify.

Community Relations

Distribution of Materials by Students (Use of Students)

I. Guidelines

Individuals, including students, may have the right to distribute on school premises, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

1. is obscene to minors;
2. is libelous;
3. contains indecent, vulgar, profane or lewd language;
4. advertises any product or service not permitted to minors by law;
5. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
6. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in categories (1) through (4) to any student is prohibited. Distribution on school premises of material in categories (5) and (6) to a substantial number of students is prohibited.

II. Procedures

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building Principal at least twenty-four hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within twenty-four hours of submission, the Principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this regulation. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by either the school, the administration, the Board or the individual reviewing the material submitted.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

II. Procedures (continued)

If the person submitting the request does not receive a response within twenty-four hours of submission, the person will contact the building Principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

If the person is dissatisfied with the decision of the Principal, the person may submit a written request for appeal to the Superintendent. If the person does not receive a response within three school days of submitting the appeal, the person will contact the Superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process, the person submitting the request will have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by either the District, the Board, the administration or the individual reviewing the material submitted.

III. Time, Place and Manner of Distribution

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material is limited to a reasonable time, place and manner as follows:

1. The material will be distributed from a table set up for the purpose in a location designated by the Principal, which location will not block the safe flow of traffic or block the corridors or entrance ways, but which will give reasonable access to students.
2. The material will be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

IV. Definitions

The following definitions apply to the following terms used in this policy:

1. **“Obscene to minors”** is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. **“Minor”** means any person under the age of eighteen.
3. **“Material and substantial disruption”** of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the District for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), “material and substantial disruption” is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

IV. Definitions (continued)

4. **“School activities”** means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. **“Unofficial”** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. **“Libelous”** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. **“Distribution”** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

V. Disciplinary Action

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VI. Notice of Policy to Students

A copy of this regulation will be published in student handbooks and posted conspicuously in school buildings.

Community Relations

Distribution of Materials by Students (Use of Students) (continued)

Additional material to consider:

1. Student Participation

No student shall be forced to participate in the distribution of any non-school materials in the schools.

2. Political Campaign Materials

Subject to the approval of the Superintendent, each building principal shall establish rules and regulations governing the distribution of political campaign materials in the school building during election campaigns in order to afford opportunity for all viewpoints to be considered. No student shall be forced to participate in the distribution or receipt of any political materials.

3. Special Interest Materials

No mailing lists of students or employees of the District shall be given to individuals, organizations or vendors for the purpose of distributing materials without the written approval of the appropriate records custodian.

4. Advertising in the Schools

Advertising in the student publications may promote products by brand name except that commercial ads promoting the sales of any controlled substance or drug paraphernalia are prohibited.

5. Relations with Political Organizations

Political candidates or political parties shall be prohibited from promoting candidates or political party activities in school buildings during school hours except as they might be invited to speak, either as part of a class project or as part of the instructional program, as provided in the policy on controversial speakers.

Such organizations may use school facilities according to Board policy.

The circulation of petitions is not permissible when done during an employee's or student's assigned working hours.

Regulation approved:

cps 3/04

A new policy pertaining to this issue.

Community Relations

Distribution of Nonschool Literature/Publications

Definitions

“Distribution” means the circulation of more than one printed copy of material from a source other than the District or school. (*Alternate: more than ten printed copies.*) Further, the distribution involves the circulation or dissemination of materials by means of offering free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying materials, or placing materials in book bags, backpacks, or other items belonging to students.

“Nonschool sponsored material” or **“unofficial material”** includes all materials or objects not funded, sponsored, or authorized by the District or school intended for distribution, except school newspapers, homecoming buttons, literary magazines, yearbooks and other publications funded and/or sponsored by the school or District. Examples of nonschool sponsored materials include, but are not limited to, leaflets, brochures, flyers, petitions, posters, and underground newspapers whether written by students or others.

The Board of Education recognizes that activities such as distributing literature, displaying signs, petitioning for change, and disseminating information concerning issues of public concern are protected by the First Amendment.

The District’s schools may impose time, place, and manner regulations and may reserve its facilities for their intended purposes, communicative or otherwise, as long as the regulation on speech is reasonable and not an effort to suppress expression merely because public officials oppose the speaker’s view.

The District or its schools may not require prior review before permitting non-disruptive distribution of written materials on matters of public concern at a parents/adults-only school-sponsored meeting after school hours.

Distribution on School Campus

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which the school does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with the school or a school support group on any school premises in the school without permission in accordance with this policy.

District classrooms are provided for the limited purpose of delivering instruction opportunities to students. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control.

Community Relations

Distribution of Non-school Literature/Publications

Distribution on School Campus (continued)

The administrator in charge of each school area in which the school has individual employee mailboxes shall designate an area near the mailboxes where materials that have been approved for distribution, as provided below, may be made available or distributed to students or others in accordance with any time, place, and manner restrictions developed and approved by the Superintendent.

Distribution in Classrooms and Hallways

The District's classrooms during the regular school day are provided for the limited purpose of delivering instruction to students in the courses and subjects in which they are enrolled. Hallways in school buildings are provided for the limited purpose of facilitating the movement of students between classes and allowing access to assigned lockers. Classrooms and hallways shall not be used for the distribution of any materials over which the school does not exercise control.

Area of Distribution

The school Principal shall designate an area where materials that have been approved for distribution by students in accordance with this policy may be made available or distributed. The Principal may develop reasonable time, place, and manner restrictions regarding the distribution of materials at designated areas.

Prior Review

All written material over which the school does not exercise control and that is intended for distribution on school property shall be submitted for prior review to the Principal or designee for prior review according to the following procedures:

1. Materials shall be submitted to the Superintendent or designee or school Principal for review.
2. To be considered for distribution, materials shall include the name of the organization or individual sponsoring the distribution.
3. Using the standards below at "Limitations on Content" the Superintendent, Principal or designee shall approve or reject submitted material within two school days of the time the material is received.
4. The requestor/student may appeal the decision of the Principal to the Superintendent or of the Superintendent to the Board.

Students who fail to follow these procedures may be disciplined in accordance with the District policies pertaining to conduct and the Student Code of Conduct.

Community Relations

Distribution of Non-school Literature/Publications (continued)

Limitations on Content

The District/school shall not prohibit student expression solely because other students, teachers, administrators, or parents may disagree with its content.

Non-school materials shall not be distributed if:

1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
2. The materials endorse actions endangering the health or safety of students.
3. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
4. The materials contain defamatory statements about public figures or others.
5. The materials criticize Board members or school officials or advocate violation of school rules.
6. The materials substantially interfere with school activities.
7. The materials substantially interfere with the rights of other students or teachers, or staff.
8. The District/school can demonstrate reasonable cause to believe that the expression would engender such material and substantial interference.
9. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
10. The materials include hate literature that scurrilously attacks ethnic, religious, or racial groups, and similar publications aimed at creating hostility and violence.

Disclaimer (*optional*)

The following disclaimer shall/may be placed on materials approved for distribution in compliance with this policy:

These materials are neither sponsored nor endorsed by the _____ Public Schools, the Superintendent or your child's school.

OR

Nonschool materials approved for distribution shall contain a disclaimer specifying the name of the individual organization responsible for the material so that it is clear to the public that the information/materials do not represent the District or its schools.

Community Relations

Distribution of Non-school Literature/Publications (continued)

- (cf. 1140 – Distribution of Materials by Students)
- (cf. 1311.2 – Political Activities in the Schools/On School Board Property)
- (cf. 1330/3515 – Community Use of School Facilities)
- (cf. 3543.13 – Mail and Delivery)
- (cf. 4118.21 – Academic Freedom)
- (cf. 6144 – Controversial Issues)
- (cf. 6145.31 – Underground Publications)
- (cf. 6153.2 – Student Participation in Election Process)

- Legal Reference: *Hazelwood Sch. Dis. V. Kuhlmeier*, 484 U.S. 260, 265 (1988)
- Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)
- Bethel Sch. Dist. No 403 v. Fraser*, 478 U.S. 675 (1986)
- Schenck v. Pro-Choice Network*, 519 US. 357, 117 S. Ct. 855 (1997)
- Boos v. Barry*, 485 U.S. 312, 108 S. Ct. 1157 (1988)
- Meyer v. Grant*, 486 U.S. 414, 108 S. Ct. 1886 (1988)
- Perry Educ. Ass’n. v. Perry Local Educators’ Ass’n.*, 460 Us. 37, 103 5.t. 948 (1983)
- Chiu v. Plano Indep. Sch. Dist.*, 339 F.3d 273 (5th Cir. 2003)

Policy adopted:

cps 11/06

An optional policy to consider.

Community Relations

Responsibilities of School Personnel

Representatives of the school system should be instructed to place a positive and factual light on all school system matters.

These persons should also be aware that they are representatives of the school system by virtue of their employment, and, as such, influence the public image of the school system.

Another version to consider:

It is the responsibility of all administrative personnel to be knowledgeable regarding Board Policy in order to interpret such policies and/or administrative regulations for public understanding if the operation of the schools.

Policy adopted:

rev 3/98

rev 6/10

Willington's version of this policy to consider, modify.

Community Relations

Board of Education Community Outreach

The Board of Education (Board) recognizes that the community, defined broadly as the state and the Town, determines the quality of local education. It is imperative that members of the community, members of the Board, and school personnel cooperate in planning, developing policy, implementing programs, and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members, the members of the Board and school personnel play their respective roles in the best interests of the school District.

The Board establishes the following goals for positive community relations:

1. to increase public understanding of the school system;
2. to increase community confidence and interest in the school system;
3. to promote effective dissemination of information concerning school activities; and
4. to solicit community input concerning the school system.

Responsibilities of school personnel to meet these goals:

1. to provide opportunities for community members to visit schools as individuals or in groups for informational meetings;
2. to encourage community participation and communication by informing the public of upcoming events and issues;
3. to actively and consistently maintain communication concerning student progress;
4. to encourage community volunteerism in the schools and provide an organizational structure for such; and
5. to actively participate in school/community activities.

Responsibilities of Board members, individually and collectively:

1. to conduct business in open and public meetings;
2. to provide for participation of community members at Board meetings;
3. to actively participate in school and community activities;
4. to explain the policies and functions of the school system to community individuals and groups;
5. to communicate with members of other town boards and commissions; and
6. to encourage input from community members.

Community Relations

Board of Education Community Outreach (continued)

Responsibilities of community members:

1. to pursue learning the facts about school system issues from attending informational meetings, participating in public forums, and questioning those with first-hand knowledge;
2. to express concerns to members of the Board and school personnel;
3. to exercise the civic duty of voting in town meetings and referenda; and
4. to actively and consistently maintain communication with school personnel concerning progress of children.

Policy adopted: March 10, 2009

WILLINGTON PUBLIC SCHOOLS
Willington, Connecticut

cps 1/10

A "good practice" policy to consider.

Community Relations

Recognition of Students, Citizens, Staff Members, and Members of the Board of Education

The Board of Education is committed to recognizing and honoring citizens, students, staff, and groups whose distinguished or exceptional achievements have benefited or which benefit the school system. Persons so honored shall include retiring staff and Board members. The Board may act through recognition at Board of Education meetings, meetings, letters of recognition, or other appropriate methods.

Policy adopted:

An optional policy to consider.

Community Relations

Recognition of Students, Citizens, Staff Members, and Members of the Board of Education

Award System for State Championship Athletic Teams and Individual Athlete State Champions

It is the policy of the _____ Board of Education to recognize formally _____ High School state championship athletic teams and athletes who achieve the distinction of being named a state champion in an individual sport.

Policy adopted:

cps 11/07

A sample regulation to consider/modify.

Community Relations

Recognition of Students, Citizens, Staff Members, and Members of the Board of Education

Award System for State Championship Athletic Teams and Individual Athlete State Champions

1. A team picture plaque will be presented from the Board of Education to each team member, coach and manager of the state championship team.
2. A state championship banner will be presented to the championship team for display in the _____ High School gymnasium.
3. The Board of Education will present a sports patch to each member of the state championship team depicting the record and specific championship of this team.
4. An athlete who achieves a specific state championship in an "individual" type sport (i.e., cross-country, track, wrestling, golf, tennis, gymnastics, swimming, diving) will be recognized by the Board of Education and will receive a plaque depicting the athlete's accomplishment.
5. The Board of Education will contribute up to \$100 per child on each state championship team to be used for personal recognition. This award will include students who achieve a state championship in an individual sport. This award will be based on a recommendation from the Athletic Director and Principal in consultation with the athletes, coaching staff, and support groups, and with the approval of the Superintendent.
6. Any substantial changes to the regulation will be brought before the appropriate committee of the Board of Education.

Regulation approved:

cps 11/07

Memorials

Background information for policy committee.

School districts are often confronted with requests from students, parents, and staff or community members for a commemorative memorial to be located on school property after the loss of a member of the student body or of the community. The National Association of School Psychologists believes that school memorials, ceremonies or memory activities following a traumatic experience serve an important function in the healing process for both students and staff. The association states that a school memorial helps to bring closure to a period of grieving and serves as a point from which to move on with regular school activities.

Memorial activities can take many forms, from tree planting or writing letters and cards, to more traditional “services.” Memorial activities following a large-scale traumatic event such as the attacks on the World Trade Center and Pentagon have a somewhat different focus compared to memorials following a student death or even multiple deaths following violence at school or a natural disaster.

The National Association of School Psychologists has prepared an excellent handout pertaining to this issue. This handout includes guidelines for planning school memorial activities, suggestions for schools, suggested memorial activities, developmental considerations, specific guidelines for school memorial services and follow-up activities. It can be accessed at <http://www.nasponline.org/NEAT/memorials.html>.

It is recommended that boards of education adopt a policy to guide them should this issue arise within the district, whatever the cause.

Sample policy language, #1180, in addition to a sample administrative regulation follow for your consideration.

An optional sample policy to consider.

Community Relations

Memorials for Deceased Students or Staff

Version #1:

Recognizing that the loss of a member of the school community is deeply felt, schools will support staff, students and families who feel the loss, and will assist with connections to appropriate community resources. As places designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff.

Permanent memorials for deceased students or staff shall be limited in form to perpetual awards or scholarships, plantings or collections of books or items of historical or educational significance. Memorials shall be limited to one per loss. Plantings should take in an optional viewing site on the side or perimeter of the campus. Plaques may be created and given to the family at time of planting/scholarship/contribution, or displayed in a designated optional viewing site until the end of that particular school year and then given to the family.

Temporary school-wide memorials for deceased students or staff may include plaques or other displays that are returned to the family at the end of the school year. Memorial symbols displayed by individuals on campus shall be limited to the school year within which the death occurred.

The District reserves the right to establish design parameters so that a memorial blends with the architecture or setting of the facility, and/or blends with existing memorials.

Version #2:

From time to time there may be a desire to honor a deceased student or employee of the District. Any individual or group considering honoring a deceased member of the school community shall place their request in writing and submit their request to the building Principal who will consult with the family of the deceased, as well as the Facilities Committee of the Board. A recommendation shall be made to the Board.

It is strongly recommended that such memorials be in the form of a living memorial, such as a tree. This living memorial may be marked with a permanent stone and plaque indicating the name and relevant information of the person to be memorialized. Most ordinarily, the ceremony will take place four to six months after the request. Other types of memorials may be considered for approval, using the same process indicated above.

Community Relations

Memorials for Deceased Students or Staff (continued)

Version #3:

The Board shall consider the acceptance of memorials in honor of deceased students, employees or other members of the community on an individual basis.

A Memorial Committee shall be appointed by the Superintendent [or Board] to:

1. Review offers of memorials made by individuals in the community;
2. Consider how memorial money should best be used to recognize the memory of the deceased person; and
3. Determine what type of memorial will be established, including the size of the memorial and the location at which the memorial will be placed, if applicable.

Memorials shall be accepted by the Board upon the recommendation of the Memorial Committee.

Version #4:

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

Some optional language to consider adding to any of the above versions:

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

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

(cf. 7551 – Naming of Facility)

Policy adopted:

cps 1/04

A sample administrative regulation to consider.

Community Relations

Memorials for Deceased Students or Staff

The following procedures shall be used in establishing memorials and conducting dedications within District schools:

1. A memorial plaque and/or dedication plate may be placed in a particular room or area within a District school in an individual's honor under the following conditions:
 - a. Memorials or dedications in recognition of a person's contribution to public education in the District may only be made after the death of the person who is being considered for recognition.
 - b. Students who have died during their time of attendance at a District school may be recognized through a memorial or dedication.
 - c. An individual can be considered for a memorial or dedication upon the first anniversary of his/her death. In the case of a memorialization of a student or District employee, such dedication may take place sooner than one year under appropriate circumstances.
 - d. No District monies shall be expended for memorial plaques and/or dedication plates, except as required for installation purposes.
 - e. Written permission from family members shall be obtained prior to making final arrangement for a memorial or dedication.
1. Before consideration is given for placement of a memorial plaque and/or dedication plate in a particular room or area within a District school, a resolution signed by at least four Board members is required. Any citizen in the District may draft a resolution. The resolution shall be presented to the Board for formal action. Provision shall be made at two consecutive Board meetings for reaction from the community after which the Board shall take action on the request.
2. The Superintendent of School's Office shall be responsible for coordinating the placement of approved memorial plaques and/or dedication plates within District buildings. A committee appointed by the Superintendent shall plan the dedication program and ceremonies.
3. Memorial plaques or dedication plates placed in particular rooms or areas within a district school shall not be removed within twenty (20) years of placement except in the case of building demolition or decommission.

Regulation approved:

cps 1/04

Sample policy to consider.

Community Relations

Participation by the Public

Agenda Format/Preparation and Dissemination

To expedite the business of the Board, the Superintendent in cooperation with the Board Chairperson shall prepare an agenda outlining the matters to be brought to the Board's attention.

The basic format of the agenda shall be as follows:

1. Call to Order
 - a. Roll call for quorum
 - b. Pledge
 - c. Student representatives

2. Approval of Minutes

3. Correspondence

4. Superintendent's Report

5. Consent Calendar

(The public will be called upon for comment before any vote is taken on a business item)

6. Reports of Standing Committees

- a. Curriculum
- b. Finance
- c. Personnel
- d. Planning
- e. Public Information
- f. Policy
- g. Transportation
- h. Legislation

7. Audiences

8. Old Business

9. New Business

10. Executive Session

11. Adjournment

Community Relations

Participation by the Public

Agenda Format/Preparation and Dissemination (continued)

Items of business may be suggested by any Board member and shall be included on the agenda. Items of business may also be suggested by any staff member or citizen of the district, but inclusion of such items on the written agenda shall be at the discretion of the Superintendent and the Board Chairperson.

The Board shall follow the order of business set up by the agenda unless the order is altered or new items added by general consent of the Board during the meeting. Business not included on the agenda may be considered and acted upon if two-thirds of the members vote to do so. In the event Board of Education business is not concluded by 11:00 p.m., a motion to continue the meeting beyond that hour must be made and approved.

The agenda, together with all supporting materials, shall be distributed to Board members at least 48 hours prior to Board meetings to permit them to give items of business careful consideration. The agenda shall also be made available to the press and representatives of the community and staff groups upon request.

The agenda for regular meetings shall be available to the public and filed at least 24 hours before the meeting in the Board of Education office and in the office of the Town Clerk.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meeting. Executive sessions. (subsection (a) re agenda)

Policy adopted:

cps 4/99

Existing policy, number 1210 adopted 5/18/04, appropriate as written.

Community Relations

School-Community Associations

The Board of Education looks upon school-community organizations such as the Parent-Teacher Organization as integral parts of the school community which can aid substantially in promoting a quality educational program.

Among the many services which such organizations can offer, the Board of Education especially endorses their participation in developing and maintaining a voluntary assistance program in our schools.

The Board of Education encourages active support with school-community organizations by teachers and other employees.

A sample policy to consider.

Community Relations

School Volunteers

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

Alternative Language:

The Board of Education encourages the use of volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "sex offender," as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders shall be used.

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

Legal Reference: Connecticut General Statutes

10-4g Parent and community involvement in schools; model programs; school-based teams

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

54-254 Registration of person who has committed a felony for a sexual purpose

Policy adopted:

rev 3/00

rev 4/07

A sample regulation to consider.

Community Relations

School Volunteers

Securing and Screening Volunteers

The Building Principal or his/her designee directs the use of volunteers within the school. Specifically, the Principal or designee directs volunteer recruitment, screening, placement, and training within the following perimeters:

1. **Qualifications.** Volunteers may come from all backgrounds and all age groups. The main qualification for a volunteer is that he or she has a desire to give his or her time and talent in order to enrich student learning opportunities and the school community generally.
2. **Persons Not Allowed to Serve as Volunteers.** No person who is a “registered sex offender,” may serve as a volunteer. Every time a new notification/online posting of registered sex offenders is received, the Building Principal or his/her designee shall review it for any person's name who has submitted a volunteer information form during that school year. Whenever someone submits a new volunteer information form, the Building Principal or designee shall review the sex offender list. The Building Principal may request a volunteer submit to a criminal background investigation if the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent.
3. **Recruitment.** School personnel may recruit volunteers through the following resources: parent(s)/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the Principal, recruits a volunteer, the staff member must provide the volunteer's name and address to the Principal.
4. **Role.** Volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Volunteers do not have access to confidential student school records.
5. **Selection, Placement, and Supervision.** Volunteer selection and placement shall be on the basis of the volunteer's qualifications and availability and the school's needs. A volunteer will be assigned to a staff member only with the staff member's consent. The relationship between a volunteer and staff member should be one of mutual respect and confidence.

Community Relations

School Volunteers

Securing and Screening Volunteers (continued)

6. **Screenings.** Screening volunteers is critical because of the vulnerability of the population the school district serves. Each volunteer must register in the school's main office at the beginning of each visit and wear a name tag while in the building. Unless he or she has already done so during the current academic year, the volunteer must complete an information form and waiver. Absent an indication on the form that the volunteer may not qualify, e.g. the volunteer is a convicted felon, the volunteer may proceed to the assigned activity.

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

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

7. **Training.** Each academic year, when a person first completes the volunteer registration form, the Principal or designee should give the person a copy of this administrative procedure along with other pertinent information. The staff member to whom the volunteer is assigned is responsible for explaining his or her expectations of the volunteer. The Principal or designee should arrange appropriate training opportunities for those volunteer activities requiring a skill or knowledge base, e.g., working in the computer lab.

Regulation approved:

cps 3/00

rev 4/07

Volunteer Information Form and Waiver of Liability

Waiver of Liability (continued)

By your signature below:

1. You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer's unpaid service to the School District.
2. You agree to assume all risk for death or any loss, injury, illness or damage of any nature or kind, arising out of the volunteer's supervised or unsupervised service to the School District. agree to waive any and all claims against the School District, or its officers, Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer's supervised or unsupervised service to the School District.

Date: _____ Signature of Volunteer: _____
Printed Name of Volunteer _____

For School Use Only

General description of assignment(s):

- supervising students as needed by a teacher
- supervising students during a regularly scheduled activity
- assisting with academic programs
- assisting at the resource center or main office
- other _____

Name of supervising staff member: _____

"Sex offender list" checked by _____ on _____ (mandatory).

Is a criminal background check necessary (the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent)? *(to be answered by Principal)*

If "yes," and provided the individual authorized the check,

- the date on which the check was requested? _____
- the date on which it was received and reviewed. _____

Reviewed by: _____

Signature

Date

Existing policy, number 1220 adopted 6/21/04, appropriate as written.

Community Relations

Citizens' Ad Hoc Committees

The Board of Education supports the concept of ad hoc committees, both for the Board of Education directly and for the staff.

When the Board of Education establishes a committee, the Board shall provide guidelines for membership and delineate its responsibilities and authority.

The involvement of the members of the public in assisting the Board of Education and the staff in reaching for the best possible decisions is a well-established principle in public school education except in those situations where insufficient time will prevent the committee from functioning properly.

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selections)

Legal Reference: Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A regulation to consider and modify to fit local circumstances.

Community Relations

Citizen's Advisory Committees

Membership

1. The Board of Education may solicit nominations from community organizations and from residents of the community and may welcome the names of volunteers. From the pool of those so nominated, the Board will select and appoint committee members.
2. In making nominations and in fulfilling committee positions, the following points should be considered:
 - a. Knowledge of and interest in public education
 - b. Particular skills or talents which may be useful to a particular committee
 - c. Previous experience or background for such work
 - d. Community participation
 - e. Ability to encompass sentiments or ideas held by a significant portion of the community
3. Because broad and complex questions are to be studied, the committee size should be large enough to provide for a full range of ideas and talents.
4. Each committee should include representative employees, nominated by the Superintendent, to
 - a. serve as resource persons to the committee and assist in obtaining information about the schools.
 - b. provide a liaison with the central administration and other committees.
5. Because advisory committees are ad hoc groups, their tenure is normally for the time necessary to complete their study, unless appointed as continuing committees. Vacancies which may occur will be filled by the Board whenever practicable.

Community Relations

Citizen's Advisory Committees (continued)

Procedures

1. In order to convey to a committee the concerns of the Board of Education, a statement will be prepared outlining the reason for the formation of the committee and listing questions on which the Board would like to have advice. The questions will be suggestive rather than prescriptive, and the committee is free to deal with other questions it considers relevant to the problem. It should be understood, however, that the function of these committees is to advise the Board on matters of policy and not to deal in detail with procedures, which are the proper province of the professional staff.
2. It is expected that each committee will have officers elected by the committee's members. It is suggested that these include:
 - A. A Chairperson (non-professional), whose duties would include scheduling of meetings, appointment of sub-committees, and acting as presiding officer.
 - B. A Secretary (a member of the school staff), who can assist the committee in obtaining information and preparing reports and serve as a liaison with the school staff.

Regulation approved:

rev 3/98

An optional sample policy to consider.

Community Relations

Citizen's Advisory Committee for the Board of Education

Advisory committees appointed by the Board of Education are expected to meet to expedite and facilitate the decisions of the Board of Education.

Committees shall be established and dissolved by a vote of the Board of Education and the members of the committees shall be appointed by the Chairperson of the Board. The Board Chairperson shall attempt to make the membership of committees representative of different viewpoints of the Board. Citizens and staff members who are knowledgeable in areas under consideration may be asked to serve as advisory, non-voting members as needed. All such appointments of staff members shall be approved by the Chairperson of the Board upon the recommendation of the Superintendent and the Committee Chairperson. The Chairperson of the Board and the Superintendent or designee are ex-officio, non-voting members of all committees.

Policy adopted:

cps 5/01

A sample regulation to consider/modify.

Community Relations

Citizen's Advisory Committee for the Board of Education

Membership

1. The Board of Education may solicit nominations from community organizations and from residents of the community and may welcome the names of volunteers. From the pool of those so nominated, the Board Chair will select and appoint committee members.
2. In making nominations and in fulfilling committee positions, the following points should be considered:
 - a. Knowledge of and interest in public education
 - b. Particular skills or talents which may be useful to a particular committee
 - c. Previous experience or background for such work
 - d. Community participation
 - e. Ability to encompass sentiments or ideas held by a significant portion of the community
3. Because broad and complex questions are to be studied, the committee size should be large enough to provide for a full range of ideas and talents as well as large enough to provide for several working subcommittees. Committees should not, however, be so large as to make close, informal and productive whole-committee work impossible. For these purposes, advisory committees will normally have between 15 and 25 members, sufficient for three subcommittees of 5 to 8 people.
4. Each committee should include members of employee groups, nominated by the Superintendent, to
 - a. Serve as resource persons to the committee and assist in obtaining information about the schools.
 - b. Arrange for clerical supplies and services.
 - c. Provide a liaison with the central administration and other committees.
5. Because advisory committees are ad hoc groups, their tenure is normally for the time necessary to complete their study, unless appointed as continuing committees. Vacancies which may occur will be filled by the Board Chair whenever practicable.

Community Relations

Citizen's Advisory Committee for the Board of Education (continued)

Procedures

1. In order to convey to a committee the concerns of the Board of Education, a statement will be prepared outlining the reason for the formation of the committee and listing questions on which the Board would like to have advice. The questions will be suggestive rather than prescriptive, and the committee is free to deal with other questions it considers relevant to the problem. It should be understood, however, that the function of these committees is to advise the Board on matters of policy and not to deal in detail with procedures, which are the proper province of the professional staff.
2. It is expected that each committee will have officers elected by the committee's members. It is suggested that these include:
 - a. A Chairperson (a non-professional), whose duties would include scheduling of meetings, appointing of subcommittees, and acting as presiding officer.
 - b. A Secretary (a member of the school staff), who can assist the committee in obtaining information and preparing reports and serve as a liaison with the school staff.

Regulation approved:

cps 5/01

Sample policy to consider.

Community Relations

Citizen's Advisory Committees for the Staff

Principal's Advisory Committee

School Principals are encouraged to utilize interested parents and citizens in an advisory manner. Any committee or groups created by school principals for advisory purposes shall be considered Principal's advisory committees. Principals shall give due consideration to the advice, suggestions and comments presented by participating parents or citizens but shall use their own best judgment in arriving at decisions.

Citizens, parents or volunteers contributing their services to the school shall receive guidance or training under the direction of Principals in the exercise of roles, tasks and responsibilities.

Policy adopted:

cps 5/01

An optional policy to consider.

Community Relations

Citizen Assistance to School Personnel

One of the greatest resources for a school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. Therefore, it is most important to build up the idea in the community that many adults in it have something in their experiences, understandings or philosophies that may make contributions to the program of the schools.

The Board of Education encourages the use of community resources and citizens to assist in furthering the educational program. Use of outside personnel and resources will be under regulations approved by the Superintendent of Schools.

Each principal will study the needs of his/her individual school, survey the resources available in his/her school community, weigh their probable usefulness, and then present to the Superintendent any plans the Principal may develop for using those community resources. The Superintendent should consider all such plans both on their merits and on their implications if they were to be carried out by other schools in the district.

Periodic reports will be made to the Board about such citizen assistance.

Policy adopted:

cps 4/09

Existing policy, number 1250 adopted 8/20/01, appropriate as written except for addition of legal reference.

Community Relations

Visits to the Schools

The Board of Education welcomes and strongly encourages members of the community and other interested persons to visit the schools. School improvements often come from suggestions originating in such visits.

The Superintendent is authorized to establish such regulations as well:

1. Encourage visitors to observe our schools;
2. Provide for appropriate hospitality for visitors;
3. Channel expressions of approval as well as constructive criticism to the Board of Education;
4. Ensure that such visits will enhance the effect of the educational program rather than hinder it; and
5. Require all visitors to register in the office of the Principal upon their arrival at the school.

Board of Education members who visit schools of their own volition have no more authority than any other citizen.

Legal Reference:

Connecticut General Statutes

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

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 1250 approved 8/20/01, appropriate as written.

Community Relations

Guidelines for Visitors

1. Statement of Purpose

The establishment and maintenance of an effective and successful school environment that protects the educational integrity of instructional time invites the full participation of parents, community members and visitors with the children. The cooperation of all including others with business requirements is necessary in meeting the expectations of the school district in this regard in providing for the safety and well being of all.

In an effort to communicate the policies and expectation of the district to the school community, the following is an outline of the responsibilities and expectations for parents, community members, vendors and others visiting Beecher Road School.

2. Access

Safety and Security is a concern and interest of the school community. In order to ensure the integrity of the learning environment, promote successful learning experiences for children, and provide a safe and orderly school environment, it is necessary to identify procedures that provide guidance and direction for appropriate access to the school facility.

To that end, every person entering the school building or present on school grounds during the school day is required to report to a designated location at either of the main entrances to the school and:

- a. Specify purpose and destination for visit.
- b. Sign-in and later, upon completion of the visit, sign-out.
- c. Be prepared to show identification.
- d. Obtain a visitors pass in the Main Office.

3. Adherence

Failure to follow the procedures of this policy may lead to restriction or denial of visitation privileges for violators.

4. Building Administration

- a. Develop, review, and monitor procedures related to this policy.
- b. Enforce procedures as approved by the Board of Education.
- c. Communicate procedures and policy to staff and community.
- d. Address situations of failure to comply.

Community Relations

Guidelines for Visitors (continued)

5. Faculty & Staff

- a. Notify the office of all visitors expected in advance of the visit
 - of special events, plays, performances including a list of dates, times and locations.
 - of scheduled visits of volunteers, chaperones, parents conferencing and others business.
- b. At times other than normal dismissal, release children from the classroom only to the Nurse or School Office. Children will be met at the designated School Office or Nurse Office.
- c. Redirect any person anywhere in the building not carrying a visitor pass to the Office and notify the Office.
- d. Refer any person(s) who have not followed the procedures to the Office and report the incident to the Office.

6. Parents, Family & Care Providers

- a. Understand and comply with procedures outlined in Section 1 above.
- b. Report to the Office on every visit.
- c. Notify in writing your child's classroom teacher of any scheduled change in dismissal times.
- d. Come into the building and report to the Main Office and Nurse, when the child is ill, to pick up and drop-off your child during school day hours.
- e. Bring forgotten items such as homework, lunch or bathing suits to the Main Office.
- f. Bring child medications, as required by policy, directly to the Nurse after signing in the Main Office.

7. Other Vendors

- a. Understand and comply with procedures as reflected in Sections 1 and 2 of this Policy.

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1251 adopted 5/18/04, appropriate as written except for addition of legal reference.

Community Relations

Loitering or Causing Disturbance

Any person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building or grounds, not having any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there. For this reason it is required that all visitors register in the office of the Principal. Staff members should be alert to the presence of unauthorized visitors and report their presence to the Principal promptly.

Legal Reference:

Connecticut General Statutes

53a-185 Loitering in or about school grounds; Class C misdemeanor

A sample policy to consider.

Community Relations

Motorized Vehicles on School Property

The Board of Education prohibits the travel of any motorized vehicle on school grounds, other than the roadways designated for vehicular traffic. When necessary, parking may be allowed on grassy areas immediately adjacent to those roadways.

(cf. 5131.3 – Student Driving/Parking)

(cf. 3515.2 – Parking)

Policy adopted:

cps 7/07

A sample policy to consider.

Community Relations

Educational Foundations

The Board of Education is committed to maintaining excellence in education and pursuing resources to enhance educational opportunities for all students.

Demands on the educational system may exceed available funding. Therefore, the Board recognizes that members of the community are often willing to make voluntary contributions that will provide needed additional funds and resources for the District. The Board, therefore, approves and encourages the creation of an independent educational foundation to actively raise funds and provide resources that will enhance educational opportunities for District students.

The Board desires to work cooperatively with the foundation in determining the purpose for which funds may be used to meet the changing needs of the District and its students.

The Board supports foundation allocations that serve the students of the District and all District schools equitably.

Optional language:

- 1. The foundation's assets will not be used for the general maintenance program of the District or for the purpose of normal supplies, textbooks, or equipment used for the general operation of the District. Rather, the foundation's assets may be used to help fund specific educational projects and programs throughout the District developed with the cooperation of the District and other civic, charitable, or private organizations and individuals. The Board of Education and the Board of Directors of the foundation will receive evaluations for all funded projects.*
- 2. Projects will be distributed among the schools.*

(cf. 3280 - Gifts, Grants and Bequests)

(cf. 3281.1 - Business/Industry/Corporate Involvement in Education.)

Legal Reference: Connecticut General Statutes

7-194 Powers.

10-9 Bequests for educational purposes.

Title IX of the Educational Amendments of 1972

Policy adopted:

cps 1/01

An optional policy to consider.

Community Relations

Public Activities Involving Staff, Students or School Facilities

The Board of Education recognizes and approves the concept that the public schools should be community schools. The public, staff and students should all cooperate in the production of the best possible education for both youth and adult citizens. Although the education of our children must take precedence, adult activities also deserve the utmost consideration. Whenever possible and desirable, community use of school facilities will be encouraged and supported.

Regulations and rules have been developed to ensure that school facilities will accommodate community usage.

(cf. 1330 – Use of School Facilities)

Policy adopted:
cps 7/07

COMMUNITY ENGAGEMENT

(Background information for policy committee)

It is essential that school boards engage their communities in order to meet the requirements of the No Child Left Behind Act and to develop community confidence that is vital to improving student achievement. Effective communication policies start at the top of the organization. The board must take responsibility for its leadership role by adopting an appropriate policy on community engagement that will be properly implemented by the administration.

The school district must take the necessary steps to assure that school-community relations are totally essential for providing a positive learning environment and for the effective operation of the school district. This is not a “frill” area. In today’s climate boards of education and staff must exercise leadership by developing and implementing a well-planned, year-round communications program that reaches out and builds two-way understanding and dialogue among parents, senior citizens, social agencies, the business community, volunteers and other community members. A community engagement program that encourages input from all community members can result in increased support for and loyalty to the school district from all segments of the school community.

Through the development of a written well-planned community engagement plan, and adoption of a board policy to support it, a board of education establishes an active leadership role in the process. It will be able to then evaluate the process to ensure that the desired results are achieved.

A new policy, #1300.1, “Community Engagement” follows for your consideration. This is an optional policy which is not required by law or regulation. The board should first determine if it will commit to a community engagement plan prior to adopting this policy.

Thanks are given to the Pennsylvania School Board Association for its leadership in the development of this sample policy.

An optional policy to consider.

Community Relations

Community Engagement

The purpose of community engagement is to create a collaborative environment in which students, parents/guardians, families, residents, businesses and community organizations are encouraged and invited to be involved stakeholders in the school community. Such engagement strengthens broad-based community support for the District's mission, goals, operations and educational programs.

Community engagement is defined as an ongoing collaborative process in which the District works with the public to build understanding, guidance, and active support for the education of students in the community.

Therefore, the Board of Education endorses the concept that community engagement is essential for the District and the community to maintain mutual understanding, respect and trust, and to work together to improve the quality of education for District students. The Board intends, through this two-way communication, to identify the community's concerns, needs and suggestions, and to be responsive to the community through the Board's actions.

The Board also recognizes that the public offers resources of training and experience useful to schools. The quality of the District's operations and programs can be strengthened when these resources are used in an advisory capacity.

The Board, with assistance from the administration, shall determine the appropriate strategy when utilizing the community engagement process.

The Board, in consultation with the Superintendent, shall identify a team of individuals who will be responsible for developing, implementing and delivering a community engagement program.

After the community engagement process is concluded, the Board shall make the final decision regarding an issue.

The Board shall annually assess the effectiveness of the community engagement program.

The Board directs the administration to develop and implement a planned program of community engagement that regularly provides opportunities for students, parents/guardians, families, residents, business and community organizations to participate in dialogues and decision-making related to district-wide and school-based issues.

The administration shall develop and use varied, effective communication methods to ensure that all community members receive information about District and school programs and the available opportunities to become actively involved.

Community Relations

Community Engagement (continued)

The Board and administration shall give substantial weight to the input received from the community. When evaluating the community's suggestions, the Board and administration will consider the impact of the District's goals, operation, educational programs, and financial resources. Recommendations made by the community shall not reduce the authority or the responsibility of the Board, which may accept or reject such recommendations.

The District shall communicate to the community the Board's decision and its rationale regarding an issue involving community engagement.

Policy adopted:

cps 3/05

An optional policy to consider.

Community Relations

Relations Between Public and School Personnel

The Board of Education recognizes that school personnel may have dual roles in that they may be as local citizens as well as employees of the Town. Staff may have to exercise discretion when questions arise concerning goals or operations of the schools. The Board directs the Superintendent to develop and implement procedures for the handling of differences of opinion among the Board, the public, and school personnel.

- (cf. 1120 - Board of Education Meetings)
- (cf. 1312 - Public Complaints)
- (cf. 4118.21 - Academic Freedom)
- (cf. 5145.6 - Student Grievance Procedure)

Policy adopted:

cps 6/99

Existing policy, number 1311.1 adopted 5/18/04, appropriate as written.

Community Relations

Staff Participation in Community Activities

The Board of Education encourages staff members to become active participants in the activities of the community in which they live so long as these activities do not interfere with their responsibilities as school district employees. This involvement provides a community with better understanding of educational programs and gains support of better education for every student. Such activity, however, is not required for initial or continued employment or advancement.

Political Activities of School Employees

School employees are encouraged to assume full responsibilities as citizens of a democracy.

Performance of Civic Duties by Employees

Employees should be expected to perform their civic duties commensurate with democratic ideals. These duties may include:

1. Voting and taking an interest in the social, political, and economic issues of the day.
2. Exercising democratic rights and responsibilities, which are shared in common with other citizens. These rights and privileges may include:
 - a. Electioneering for candidates.
 - b. Accepting positions in political campaigns.
 - c. Holding an office in a political party organization.
 - d. Serving as a delegate to political party conventions.

Individual Responsibility in Participating in Political Functions

Employees engaging in political activities shall:

1. Realize their obligation is to their work as educators;
2. Help others understand that employee opinions and actions are expressed as individuals and not as representatives of the educational institution.
3. Engage in no political activities on school premises during school hours.

Legal Reference: Connecticut General Statutes
 7-421 Political activities of classified municipal employees
 7-421b Limitation on restriction of political rights of municipal employees
 10-156e Employees of boards of education permitted to serve as elected officials; exception

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Community Relations

Political Activities in the Schools

The Board of Education strongly supports the concepts of representative government and elected office. The Board encourages District employees to exercise their right to vote, and the Board expresses its admiration for those who seek and obtain public office. Further, the Board recognizes that the public schools are tax-supported and should be accessible to the community. The Board, however, does believe that the educational process should be clearly separate from the political activities associated with campaigns for public office.

Therefore, political activities in the schools during school hours shall be restricted to those of an educational nature that are beneficial to students as part of their program of study. The Board shall promulgate regulations in conjunction with this policy governing the following:

- Access to school system information
- Display and distribution of political literature
- Employee political activities
- Participation by student groups
- Use of school facilities
- Use of district resources
- Conduct of candidates

(cf. 1140 – Distribution of Materials by Students)
(cf. 1311.1 – Political Activities of School Employees)
(cf. 1330/3515 – Community Use of School Facilities)
(cf. 3543.13 – Mail and Delivery)
(cf. 4118.21 – Academic Freedom)
(cf. 6144 – Controversial Issues)
(cf. 6153.2 – Student Participation in Election Process)

Legal Reference:

Connecticut General Statutes
7-421 Political activities of classified municipal employees.
7-421b Limitation on restriction of political rights of municipal employees.
9-369b Explanatory text relating to local questions.
10-156e Employees of boards of education permitted to serve as elected officials; exception
10-239 Use of school facilities for other purposes
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.
Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)
Equal Access Act, 20 U.S.C. ss 4071-4074

Policy adopted:

cps 1/06

A sample regulation to consider/modify.

Community Relations

Political Activities in the Schools

A. Purpose

To provide guidelines to candidates, candidate representatives, Board employees and students related to the conduct of political activities as it may involve District schools and school activities.

B. Access to School System Information

Any candidate or other Connecticut citizen may have access to school records and information pursuant to the provisions of the Connecticut Freedom of Information Act.

Requests for information from candidates or their representatives related to political campaigns and issues regarding the District should be directed to the Office of the Superintendent. To ensure impartial cooperation with candidates in elections for the Board of Education, responses to campaign requests will be shared with all announced candidates.

C. Display and Distribution of Political Literature

Display and distribution of political materials in the schools during school hours shall be restricted to those of an educational nature and as part of the educational program. Teachers, who elect to use such materials for instructional purposes, shall present them in an impartial and objective manner that is relevant to the course content and appropriate to the knowledge and maturity of the students. Existing District procedures permit the distribution in schools of materials related to parks and recreation, scouting and other non-profit or service organizations. Consistent with these procedures, political campaign materials or materials that support or oppose political candidates, parties or issues shall not be sent home from school with students. Also such literature shall not be distributed during school hours or on a school bus by students, Board employees or others. Campaign-related posters or signs may not be displayed at or within schools.

Candidates, or their representatives, desiring to distribute campaign or political materials to those attending school-related activities occurring after school hours must do so outside the building or other school facility. The distribution of political literature at events or meetings that are not school-related may be subject to the conditions governing Community Use of School Facilities.

Community Relations

Political Activities in the Schools

C. Display and Distribution of Political Literature (continued)

Candidates or their representatives, who do not comply with these limits on the distribution of campaign or political materials after being so informed, will be requested by a building administrator to leave school property. If the candidate or their representative does not comply with this request to leave, the building administrator will warn the individual(s) that they are trespassing and will notify the police.

Schools will not accept political advertisements in co-curricular publications (example: school newspaper as part of Journalism class). As with other advertisements, paid political advertisements may be placed in school publications unrelated to the curriculum, subject to the review and approval of the Principal (example: programs for athletic events).

During the times that polls are open and schools are serving as polling locations, Connecticut election laws will govern any associated political activity, including the distribution of political literature or posting of political signs.

D. Employee Political Activities

Employees are encouraged to exercise their constitutional rights as citizens, but they shall not involve their schools in political activities. Employees shall not participate in campaign activities during hours of official employment; however, employees may participate in political activity after hours of official employment.

Employees shall not poll students on the political opinions of their parents and shall not attempt to indoctrinate students or other employees with their personal political views. Student mock elections are permitted when conducted as part of the educational program.

No employee shall be expected or required to participate in any campaign or to support any candidate as a condition of employment.

E. Participation by Student Groups

School-sponsored student groups shall not participate in partisan political activities.

F. Use of School Facilities for Political Activities

When space is available, candidates may use school facilities during non-school hours subject to Board policy pertaining to Community Use of School Facilities and the associated regulations.

Community Relations

Political Activities in the Schools (continued)

G. Use of Other District Resources

Any use of the District's website for political activities is prohibited. Use of any other resources for political activities, including but not limited to copiers, computers or facsimile machines, is prohibited.

H. Conduct of Candidates

Candidates for election, or their representatives, shall not use District resources, District personnel (except those employees who may voluntarily participate during non-duty hours), District events at which they are official participants, District stationery, or the District logo in support of their campaigns.

Candidates, or their representatives, may not access students or employees during school hours for campaign purposes. With the prior review and approval of the Principal, candidates may be invited to address specific classes or groups on specific topics related to the curriculum and educational program. The Principal's review shall ensure all candidates are treated impartially and objectively.

- (cf. 1140 – Distribution of Materials by Students)
- (cf. 1311.1 – Political Activities of School Employees)
- (cf. 1330/3515 – Community Use of School Facilities)
- (cf. 3543.13 – Mail and Delivery)
- (cf. 4118.21 – Academic Freedom)
- (cf. 6144 – Controversial Issues)
- (cf. 6153.2 – Student Participation in Election Process)

Legal Reference: Connecticut General Statutes

7-421 Political activities of classified municipal employees

7-421b Limitation on restriction of political rights of municipal employees

9-369b Explanatory text relating to local questions

10-156e Employees of boards of education permitted to serve as elected officials; exception

10-239 Use of school facilities for other purposes

Community Relations

Political Activities in the Schools (continued)

Legal Reference: Connecticut General Statutes (continued)

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Equal Access Act, 20 U.S.C. ss 4071-4

Regulation approved:

cps 1/06

Existing policy, number 1312 adopted 3/15/04, appropriate as written except for addition of legal reference.

Community Relations

Complaints Concerning/Instructional Materials

Complaints about instructional materials in use, materials under consideration for use or a perceived absence of appropriate and sufficient materials to support instruction shall be directed to the Principal and the Curriculum Coordinator. If further review is desired, the individual may bring the matter before the Superintendent.

The complainant shall have the right to appeal any decisions of the Superintendent to the Board. The Superintendent then shall supply the Board with a full report of his investigation and recommendations and the Board may request that a Curriculum Committee of the Board of Education consider the matter prior to any action.

Legal Reference:

Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976),

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982),

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81),

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, presently numbered 1312.1 and 1312.2, approved 3/15/04 and 6/21/04, appropriate as combined and renumbered.

Community Relations

Public Complaints

All complaints regarding the school system or individuals employed by the Board shall follow appropriate protocol. Issues concerning staff should first be discussed with the individual. If satisfaction has not been achieved, complaints should be directed to the Principal of the school or to the Superintendent. The individual making such complaints shall expect a courteous and prompt reply after an investigation of such complaints. The Board shall be informed of such complaints when, in the opinion of the Superintendent, they are of such magnitude as to damage the image or reputation of the schools.

Board members and district employees shall refer persons registering with them complaints or concerns about the schools to the most immediate level at which the problems can be resolved. Parents should be made aware of the proper channels of communication and appeal.

To secure the earliest possible solutions, public complaints or concerns from parents or other members of the community should follow this sequence:

1. Classroom complaints, concerns, or problems are first directed to the teacher involved. If the matter cannot be settled by the teacher, it should be brought to the Principal.
2. Complaints and concerns concerning the school, its operation and its instructional programs are first directed to the school Principal. He/she may try to resolve the matter or request an appropriate person to investigate the complaint.
3. If the matter cannot be settled satisfactorily by the Principal, it may be brought to the Superintendent of Schools.
4. If the matter is not resolved by the Superintendent, it may be directed in writing to the Chairperson, Woodbridge Board of Education, who shall review the matter with the members of the Board of Education.
5. The Board of Education's decision is final and binding unless the law allows additional recourse.

Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all collections of instructional materials.

Community Relations(continued)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference:

Connecticut General Statutes

Keyishian vs. Board of Regents 385 U.S. 589,603 (1967)

President's Council, District 25 vs. Community School Board No. 25 457 F.2d 289 (1972), cert. Denied 409 U.S. 998 (1976)

Minarcini vs. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976)

Board of Education, Island Trees Union Free School District No. 26 vs. Pico, 457 U.S. 863 (1982)

Academic Freedom Policy (adopted by Connecticut State Board of Education 9/9/81)

10-238 Petition for Hearing by Board of Education

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**WOODBIDGE SCHOOL DISTRICT
Re-evaluation of Challenged Materials**

Print Materials

Author _____

Title _____

Publisher _____ Date of Publication _____

Non-print Materials

Title _____

Producer _____

Audiovisual Software _____ Computer Software _____

Request initiated by _____

Address _____

City _____ Telephone _____

Relationship to the school _____

How did you become aware of this material? _____

To what in the material do you object? (Please be specific) _____

Did you review or examine the material in its entirety? _____

If not, what selections? _____

In your opinion, what harmful effects upon pupils might result from use of this material? _____

Do you see any instructional value in the use of this material? _____

Person making request represents:

(Individual)

(Group/Organization)

Signature

Date

Connecticut State Department of Education Recommended Procedures for Re-Evaluation of Challenged Materials

The following procedure is recommended by the Connecticut State Department of Education for use in requesting the re-evaluation of instructional materials:

1. Challenged instructional materials shall remain in use in the school pending final decision.
2. Contact the Curriculum Coordinator who will explain the original selection procedure and provide proper forms for the request for re-evaluation plus copies of reviews of the material in question, when available.
3. Completed forms and the material will be reviewed by the Principal and Curriculum Coordinator. A report of their review will be sent to the person requesting re-evaluation, to the Superintendent and the Board of Education.
4. If the person requesting re-evaluation is not satisfied, a written request for further review may be made to the Superintendent of Schools. This request must include copies of the completed request form and the reply of the school administration and should indicate the areas of dissatisfaction.
5. No later than 15 school days after receipt of the request, the Superintendent shall request the Board of Education Curriculum Committee and selected teachers competent in the area of the content covered by the print or non-print materials, administrators, directors and supervisors appropriate to the level and/or subject for which the material is used to meet and review the materials in light of the complaint.
6. The Curriculum Committee shall:
 - a. Consider the opinion of faculty, parents and community members in its deliberations.
 - b. Review the selection process of the material being challenged.
 - c. Review the material itself.
 - d. If available, they should refer to professional reviews of the material being challenged.
 - e. They will submit a written report to the Board of Education with their recommendations.
7. The Superintendent shall communicate the decision of the Curriculum Committee to the person requesting the re-evaluation.
8. The person requesting the re-evaluation, may petition the Board of Education to hold a special hearing to review the committee's decision.
9. Once instructional materials have been through the re-evaluation process, the same material cannot be subject to further review without special authorization by the Board of Education.
10. All requests for comments on the issue shall be directed only to the Superintendent.

An optional regulation to consider.

Community Relations

Complaints Concerning Categorically Funded Programs

Who May File

Any person, including any parent of a student enrolled in a categorically funded program, including special education, may file a complaint in written form with the Superintendent alleging a matter, which, if true would constitute a violation of law or regulation governing such program.

Information About The Right To File Complaint

Information notifying any person of his or her right to file a complaint and describing the procedures for responding to complaints shall be disseminated to any interested person.

Contents of Complaint

Each person or organization filing a complaint with the Superintendent must specify in written form the details of the complaint(s) together with any relevant facts concerning such complaint.

School District Response

The Superintendent or his/her designee, upon receipt of a complaint, shall investigate the complaint and report the disposition of the complaint to the Board of Education within thirty (30) working days of receipt of the complaint. The complainant shall be provided with a written statement of the disposition of the complaint and relevant reasons for the decision. When it is clear the complainant does not understand English, this information should be conveyed in a language best understood by the complainant.

Referral To Secretary of The State Board of Education

If the complaint issue is not resolved to the satisfaction of the complainant, the Board shall forward to the Secretary of the State Board of Education a copy of the complaint and a report of the investigation procedures and action taken by the district. The report shall include dates, places, and, if possible, copies of documents submitted for review, and summary reports of the discussion and conclusions reached. This report shall be forwarded within ten (10) working days subsequent to the date when the unsatisfied complaint was re-presented to the Board.

Community Relations

Complaints Concerning Categorically Funded Programs (continued)

Appeal

A copy of the complaint and statement of the investigation procedures and action taken forwarded by the district to the Secretary of the State Board of Education does not constitute an appeal by the complainant(s). In order to appeal the decision of the Board, the complainant must request review by the Secretary in writing. The decision and disposition of the complaint by the Secretary will normally be considered binding on the Board. A copy of the complaint and action taken will be reported by the Secretary of the State Board of Education in accordance with the Code of Federal Regulations, Title 45, Section 116.7(b).

Legal Reference: Code of Federal Regulations Title 45, 116.7(b)

121a.602 Adoption of complaint procedure (Education of Handicapped Children)

Regulation approved:

cps 6/99

A sample to consider.

Community Relations

Public Complaints

Complaints About Policies

Complaints about Board of Education policies should be directed to the Superintendent of Schools. Complaints shall be in writing and signed, stating the specific objections to the policy(ies).

The Superintendent shall review any complaint and conduct whatever study or investigation he/she deems appropriate. The Superintendent shall then submit the complaint and his/her recommendation to the Board. The Board may then review the policy, amend or refer the policy for review if necessary or repeal the policy, if appropriate, and notify the complainant of the action taken.

Policy adopted:

cps 11/04

Existing policy, number 1313 adopted 4/15/02, appropriate as written except for addition of legal reference.

Community Relations

Gifts to School Personnel

Gifts from Vendors

Employees of the school system shall not directly solicit, accept, or receive personal gifts from vendors or contractors in the performance of their official duties. The acceptance of entertainment and hospitality is prohibited where the employee is the sole or major recipient as opposed to large group gatherings as may be the case at seasonal parties, receptions or conventions sponsored by vendors.

This prohibition shall not be construed to prevent vendors from providing opportunities for school employees to see or hear about new ideas, equipment and/or materials.

Acceptance by employees of gifts from commercial organizations is discouraged.

Gifts from Students/Parents

Teachers and other staff members may accept token and inexpensive gifts from students or parents of students.

Legal Reference: **Connecticut General Statutes**

7-479 Conflicts of interest,

A sample policy to consider.

Community Relations

Relations Between Public and School Personnel

Conduct on School Property

The Board of Education expects mutual respect, civility and orderly conduct among all individuals on school property or at school events. District staff will treat parents and other members of the public with respect and expect the same in return. The Board is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility and orderly conduct among Board members, district employees, parents and the public. It is not intended to deprive any individual of his/her right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free environment for students and staff.

In the interest of presenting Board members and District employees as positive role models to the students as well as to the community, the Board encourages positive communication and discourages volatile, hostile or aggressive actions. The Board seeks public cooperation with this endeavor.

Based upon the above, the Board expects that no person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, Board member or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface District property;
4. Violate any Connecticut law or town/city ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous instruments or weapons;
7. Impede, delay, or otherwise interfere with the orderly conduct of the District's educational program or any other activity occurring on school property;
8. Enter upon any portion of the school premises at any time for purposes other than those which are lawful and authorized by the Board;
9. Operate a motor vehicle in a risky manner or in violation of an authorized District employee's directive; or
10. Violate other District policies or regulations or an authorized District employee's directive.

Community Relations

Relations Between Public and School Personnel

Conduct on School Property (continued)

Optional Language:

Any individual who disrupts or threatens to disrupt normal school or office operations; threatens the health and safety of students or staff; willfully causes property damage; uses loud or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on District property, will be directed to leave the premises by a member of the administrative staff or his/her designee.

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the staff member to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If the abusing party does not take corrective action, the District employee will terminate the meeting or conversation.

(cf. 1110.1 - Parent Involvement)

(cf. 1120 - Public Participation at Board of Education Meetings)

(cf. 1250 - Visits to Schools)

(cf. 1251 - Loitering or Causing Disturbances)

(cf. 1310 - Relations Between the Public and School Personnel)

(cf. 1312 - Public Complaints)

(cf. 1330 - Use of School Facilities)

(cf. 1700 - Otherwise Lawful Possession of Firearms on School Property)

(cf. 6145.71 - Use of Alcohol by Adults)

Legal Reference: Connecticut General Statutes

1-225 Meetings of the government agents to be public.

1-232 Conduct of the meeting

10-221 Boards of education to prescribe rule(s), policies, and procedures.

10-238 Petition for hearing by board of education.

10-239 Use of school facilities for other purposes.

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

Policy adopted:

cps 1/01

An optional sample policy to consider.

Community Relations

Relations Between Public and School Personnel

Public Conduct at School Activities

School sponsored or approved activities are an important part of the program and offer students the opportunity to participate in a variety of activities not available during the regular school day. School sponsored or approved activities are provided for the enjoyment and the opportunity for involvement they afford the students.

Spectators are permitted and encouraged to attend these activities as guests of the District, and, accordingly as a condition of such permission they must comply with the District's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the school sponsored or approved activities. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is disruptive and embarrassing to students, the District and the entire community.

To protect the rights of students to participate without fear of interference and to allow sponsors and officials of such activities to perform without interferences, the following provisions shall be in effect:

- Abusive, verbal or physical conduct of spectators directed at participants, officials or staff involved in such activities will not be tolerated.
- Verbal or physical conduct of spectators that interferes with the performance of students, officials or staff involved in such activities will not be tolerated.
- The use of vulgar, obscene or demeaning expression directed at students, officials or staff participating in such activities will not be tolerated.

If a spectator at an approved or sponsored activity becomes physically abusive, verbally abusive, uses vulgar, obscene or demeaning language or in any way impeded the performance of an activity, the spectator may be asked to leave the event by the school official in charge of the event. The Superintendent of Schools or his/her designee may recommend, to the Board of Education, the exclusion of the spectator at future sponsored or approved activities.

Upon the recommendation of the Superintendent, the Board shall cause a notice of exclusion at District sponsored or approved activities to be sent to the spectator involved. The Superintendent or his/her designee shall advise the spectator of the District's right to exclude the individual from District activities and events for the duration of the exclusion. If the spectator disobeys school officials and the District's order, law enforcement authorities may be contacted and requested to remove the spectator. If a spectator has been notified of exclusion and thereafter attends a District sponsored or approved activity, the spectator shall be advised that his/her attendance will result in prosecution. The District may seek to obtain a court order to bar the individual from future District sponsored or approved activities.

Community Relations

Relations between Public and School Personnel

Public Conduct at School Activities (continued)

Alternative language to consider: (Another Version)

Any individual who behaves in an unsportsmanship manner during an athletic or co-curricular event may be ejected from the event. The person may be prohibited from attending and/or denied admission to school events for up to a year, after a Board hearing. Examples of unsportsmanship conduct include, but are not limited to:

- *Using vulgar or obscene language or gestures;*
- *Possessing or being under the influence of any alcoholic beverage or illegal substance;*
- *Possessing a weapon;*
- *Fighting or otherwise striking or threatening another person;*
- *Failing to obey the instructions of a security officer, law enforcement officer or school district employee; and*
- *Engaging in any activity, which is illegal or disruptive.*

The Superintendent may seek to deny future admission to any person by delivering or mailing a notice, sent by certified mail with return receipt requested, containing:

- *The date, time and place of a Board hearing;*
- *A description of the unsportsmanship conduct; and*
- *The proposed time period that admission to school events will be denied.*

(cf. 1250 – Visits to the Schools)

(cf. 1251 - Loitering or Causing Disturbances)

(cf. 1316 – Conduct on School Property)

(cf. 1320 – Relations between the Public and School Personnel)

(cf. 1330 – Use of School Facilities)

(cf. 1331 – Smoke Free Environment)

(cf. 1700 – Otherwise Lawful Possession of Firearms on School Property)

(cf. 3517.2 – Vandalism)

(cf. 5131.5 – Vandalism)

(cf. 6145.22 – Sportsmanship)

(cf. 6145.71 – Use of Alcohol by Adults)

Community Relations

Relations between Public and School Personnel

Legal Reference: Connecticut General Statutes

1-225 Meetings of the government agents to be public

1-232 Conduct of the meeting

10-220 Duties of boards of education

10-221 Boards of education to prescribe rule(s), policies, and procedures

10-238 Petition for hearing by board of education.

10-239 Use of school facilities for other purposes.

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

Policy adopted:

cps 2/02

Existing policy, number 1321 adopted 6/21/04, appropriate as written.

Community Relations

Public Performances by Students

The Board of Education recognizes that worthy educational values may be served by student participation in civic and community affairs. Instructors are encouraged to provide students for public performances when such performances contribute to the educational process and objectives of that particular class and when it does not interfere unduly with other classes or activities within the school. School groups and individuals may, with the permission of the Principal, participate in local public events which fall into the following classifications:

1. Events sponsored by the schools. Educational events in which the school serves as host shall have priority in scheduling appearances.
2. Community functions organized in the interests of the school, such as those originated by the PTO or other parent group.
3. Non-commercial civic occasions of community, county, state or national interest of sufficient breadth to enlist general sympathy and cooperation.
4. Events that are primarily patriotic in nature, such as Veterans' Day.
5. Charity benefit activities provided such activity has been specifically approved in advance by the Superintendent.
6. Programs sponsored by established character-building agencies, or programs sponsored jointly by the school system and mass communication media where the time or space given to the programs are of a public nature.

School groups may not participate in events that fall into any of the following classifications:

1. Events that are for the purpose of private gain or for the advertising of any commercial project or product. A school name, the names of school-sponsored groups or school equipment shall not be exploited in events of a commercial nature.
2. Events that are for the furtherance of any politically partisan interest. In questionable cases the matter shall be referred to the Board of Education.
3. Events that are primarily for the furtherance of any religious concern, whether sectarian or non-sectarian in nature.
4. Events that cause undue amount of interference with the regular school program, or that cause an excessive amount of absence due to rehearsal or preparation.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider.

Community Relations

Contests for Students

Contests and competitions for the students may be considered for approval by the Superintendent on recommendation of the building administration. The following criteria are to be considered in determining whether or not approval may be given:

1. The contest is educationally sound and worthy.
2. The contest is stimulating to the student and school and desirable for both.
3. The contest must not place an undue burden on the students, families, teachers, and the school.
4. The contest is not commercial or sectarian.
5. The contest will not take students from school unnecessarily.
6. Participation from state and national principal groups are considered.
7. For secondary school contests, from the list of approved contests published by the Connecticut Association of Schools.

Policy adopted:

A sample regulation to consider.

Community Relations

Contests for Students

The evaluation, scheduling and consent to participate in district-wide contests shall first be approved by each building Principal and final approval given to participation by the Superintendent.

1. No contest of an individual or district-wide nature shall be conducted during the school year which has not had prior approval by the building Principal and the Superintendent.
2. Teachers are not to screen entries or selections for any contest unless provision was made prior to said contest.

Regulation approved:

Existing policy, number 1323 adopted 10/21/02, appropriate as written.

Community Relations

Research Projects

The Board of Education recognizes that worthy educational values may be served by permitting independent research projects to be carried out in the schools. The Superintendent, or his/her designee, may approve research proposals. Those of a sensitive nature will be reviewed by the Board of Education. All research projects must:

1. Preserve the privacy of all individuals,
2. Promote professional interest,
3. Significantly contribute to the body of knowledge about education,
4. Refrain from using the results for commercial or private gain, and
5. Not interfere with the instructional process or take undue time away from it.

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1324 adopted 2/25/08, appropriate as written.

Community Relations

Soliciting Funds From and By Students

The Board of Education supports school activities that engage children in raising funds as a means of encouraging and nurturing the development of values reflecting charitable giving and concern for others in need.

Fundraising activities must be designed to advance the educational mission of the school district, be directly related to financing the school or curricular activities or character development and must be undertaken under the direction and guidance of the administration and staff. School fundraising activities must also comply with the following conditions.

1. No fund raising activities are to be conducted by non-school agencies or for non-school activities among or by the school children, except as provided under law and consistent with the policies of the Board of Education.
2. Selling is not permitted on the school campus without administrative approval.

The Board of Education requires, as a condition of approval, that the sponsoring individual, group or organization fully comply with any and all sales tax requirements of the State or Federal Government.

The Superintendent may approve and authorize fund raising activities consistent with the following guidelines:

1. Requests for fundraisers shall be made and approved, in writing, in advance of initiating the activity by the building Principal in consultation with the Superintendent.
2. Significant educational or financial benefits will accrue to the school and/or students, either directly or indirectly, from the activity.
3. The mechanics and procedures of fund raising will not result in an unacceptable burden to teachers, other school staff, or families of school children, nor subject the school to inappropriate risks or responsibilities in handling funds.
4. With the exception of PTO activities, all school directed fund raising activities involving children whether sponsored by a class, grade level, individual or the school shall follow Board of Education financial accounting procedures.
5. Fund raising proceeds shall be processed through the student activity account properly documenting receipt and distribution of the funds.
6. Collections of items, personal appeals of individual staff, and requests made of children to bring in a specific amount of money to cover a classroom activity or program shall be cleared with the Principal in advance.

Community Relations

Soliciting Funds From and By Students (continued)

7. The organizations for which funds are solicited must either be governmental or charitable.

Upon approval of the Superintendent, information from recognized charitable and other organizations, which could eventually result in voluntary student and/or parental activities, contributions, or memberships of benefit to the organization, may be distributed through the schools under established guidelines affecting such notifications. In these instances, the distribution of material would be the only school involvement on behalf of the organizations.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Advertising in Schools/Revenue Enhancement

(Background information for Policy Committee)

Update Mailing No. 1

November 15, 2010

For over a decade, advertising in schools has fueled an intense national debate. Advertising within school districts has long been a controversial topic. Most parents and school officials generally agree that school children should not be subjected to advertising in a learning environment. However, the reality in our current society is that young people are constantly barraged with often suggestive and sometimes downright insulting and offensive advertisements from television, radio, printed materials and billboards. While advertising in schools is nothing new, what's new is the persuasiveness of it and the price tags superintendents, boards and booster clubs are putting on its value, especially in the current difficult economic climate.

In some schools throughout the country, advertisements hang from gymnasium walls and adorn perimeter fencing at public schools and athletic fields. Increasingly, during this difficult economic period of recession, with districts experiencing difficulty getting budgets approved resulting in cash-strapped districts; school officials are increasingly exploring the possibility of allowing advertising in schools as a possible stream of revenue. This pattern is again raising the conflict over the permitting of advertising in the schools and school grounds and in some places, on and in the school buses. Critics say that school children should not be bombarded with the wiles of Madison Avenue. Supporters of allowing advertising view it as a great opportunity to generate funds for the schools and believe that it can be done in a tasteful manner. The national debate is again being refueled. Funding sources are dwindling and other sources of income are being investigated.

At the beginning of this decade, the U.S. Government Accountability Office, the investigative arm of Congress, reported that commercial activities in public schools, at all levels, were rising at a fast pace. By 2004, the agency reported that 13 states had passed laws limiting advertising activity in the schools. However, hundreds of districts nationwide have continued to explore advertising, including some in Connecticut. Thomas Murphy, spokesperson for the Department of Education, has indicated that in Connecticut there are no laws governing advertising in schools, other than those giving local school boards autonomy.

Districts have considered selling ads inside school buses and placing ads on the fences of schools. In some districts, businesses that donate to schools, such as contributions to athletic programs, can have their names posted on signs on school campuses, but the signs do not advertise specific products. In various districts nationally, a market is being exploited for naming rights on buildings and on specific rooms such as gymnasiums, science labs and media centers. In one Florida district, a credit union donated \$500,000 to help build a high school football stadium. The facility was renamed for the credit union.

In-school marketing can take many forms. Many of the nation's middle schools and high schools show Channel One, a broadcast of news and commercials in their classrooms in return for free equipment. Many districts, nationwide, have signed exclusive contracts with soft-drink companies to sell only their beverages in schools. Fast-food companies are infiltrating school cafeterias. Hollywood film studios, candy manufacturers, pizza outlets and breakfast cereal makers are enticing, even training teachers to use curriculum materials that mix educational lessons with frequent references to their products or corporate name. Textbook covers are distributed by corporations with company names and logos fully displayed.

Advertising in Schools/Revenue Enhancement

(continued)

Update Mailing No. 1

November 15, 2010

One Connecticut district recently expressed its interest in schools taking in advertising “as a way to enrich education without public expense.” That district is looking at such possibilities as placing banner ads in the school gymnasium or company logos at a “premium location.” The board, through policy, subjects all ads to the approval of the superintendent. Parameters have been set for acceptable criteria, and the reasons for exclusion include the promotion of hate, discrimination, political endorsement or violation of “prevailing community standards” in ads.

Policy Implications: CABE’s longstanding position regarding advertising is to urge local and regional boards of education to develop policies on the presence of advertising in schools, after having examined the advantages and disadvantages of advertising. CABE’s Policy Department has many sample policies and administrative regulations for Districts to consider in formulating a local policy.

Policy #1325, “Advertising, Promotion and Commercial Activities,” addresses this topic. Many samples are available, with accompanying administrative regulations. Some new versions are presented in this publication for your consideration. Other versions are available upon request. Advertising in schools, or on school property, if allowed, must be treated carefully and also monitored.

Existing policy, number 1325 adopted 10/17/05, appropriate as written. A sample follows for comparison and consideration.

Community Relations

Distribution of Outside Communications

Students shall not be used to distribute notices or communications which do not originate within the schools or do not support the educational mission of the district. Students may transmit communications to parents from parent organizations affiliated with the schools and communications, which, in the judgment of the Superintendent, have significant educational value or widespread community importance. The District website and/or the use of the racks located in the school lobby entrances will also be used to disseminate these materials.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Another new policy to consider, prohibiting advertising, but also speaking to the distribution of notices, etc.

Community Relations

Advertising, Promotion and Commercial Activities

It is the intent of the District to operate a non-public forum and, except as allowed in this policy, advertisement is prohibited on District property. For the purposes of this policy, advertisement includes, but is not limited to, in-person solicitation; signage; verbal announcements using communication equipment; pamphlets; handouts; distribution through District technology; other distribution of information regarding products or services available or for sale; or the solicitation of information including, but not limited to, political campaigning. This policy does not prohibit speech in circumstances where it is protected by law.

General Rule

The District may control the content of advertising as allowed by law. Minimally, advertisement on District property or at District events may not include information or materials that:

1. Are obscene to minors.
2. Are libelous.
3. Are pervasively indecent or vulgar or contain any indecent or vulgar language.
4. Advertise any product or service not permitted to minors by law.
5. Constitute insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, sexual orientation or ethnic origin).
6. Present a clear and present likelihood that, either because of their content or their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities or will cause the commission of unlawful acts or the violation of lawful school procedures.

District-Sponsored Advertisement

This policy is not intended to limit the use of District resources or forums by District personnel to distribute District-sponsored information or advertisements. District sponsored groups may distribute advertisement to employees and students as determined appropriate by the Superintendent or designee and school principal. Materials from extracurricular organizations or professional groups created by the District are considered District sponsored.

Groups Affiliated with the District

The District may allow groups affiliated with the District to advertise on District property in the same manner and to the same extent that District-sponsored groups are allowed to advertise. For the purpose of this policy, a group is affiliated with the District if it is recognized by the Board and 1) working collaboratively with the District, such as a business partner, or 2) is a group that is created solely to work with the District, its staff, students and parents and to raise funds for District activities such as parent-teacher associations or booster clubs.

Community Relations

Advertising, Promotion and Commercial Activities

Curriculum-Related Advertisement

District staff may use resources with reasonable advertising content when such resources are consistent with and related to the District's curriculum and compliant with the District's wellness policy and procedures. District staff may distribute advertisements regarding programs, events, contests and other activities that are not sponsored by the District when those events are consistent with and related to the District's curriculum. District staff may invite companies, organizations or individuals to advertise during school hours or school events if the school Principal determines that the information provided is consistent with and related to the District's curriculum.

Distribution Directly to Students

Only curriculum-related advertisement, District-sponsored advertisement and advertisement by groups affiliated with the District may be distributed directly to students by placing the item in the student's backpack, folder or other conveyance; handing the material to students; placing the material at the student's assigned place; or instructing the student to pick up material at a designated location. Placing items in a designated location where they are available to students is not direct distribution if students are not instructed to pick up the materials.

Distribution to Staff

The District's interschool mail, staff mailboxes and District e-mail are reserved for communication between employees regarding District business or for distribution of District-sponsored advertisement or advertisement from groups affiliated with the District.

Advertising from any other person or group will be made available to staff by placement in staff work areas or on designated bulletin boards not easily accessible to students. Such advertising must be provided first to the school Principal and must clearly state that the District does not sponsor or endorse the information. School principals may establish uniform rules about the length of time an advertisement will be available and may limit the number of advertisements available at one (1) time.

Distribution by Students

Students may distribute District-sponsored advertisements on District property during noninstructional time as allowed by the school Principal and group sponsor. Students may distribute noncurricular student publications and other advertisements not sponsored by the District during noninstructional time only in accordance with Board policy.

Community Relations

Advertising, Promotion and Commercial Activities (continued)

Distribution by Student-Initiated Non-curricular Groups

Student-initiated non-curricular groups that meet in District facilities shall have the same access to District communication tools and media, including publications, websites and intercom, and are subject to the same provisions on the distribution and content of materials as District-sponsored non-curricular groups. The District may require these groups to clearly state on any advertisement or information that the group is not sponsored by the District.

Advertisement in Designated Locations

School principals may designate a bulletin board, table or other specific location where information regarding non-profit community events targeting students and parents may be posted or otherwise advertised. All groups fitting this description will be allowed to submit advertising to be placed at the designated location. Such advertising must be provided to the school Principal first and must clearly state that the District does not sponsor or endorse the information. School principals may establish uniform rules about the length of time an advertisement will be available and may limit the number of advertisements available at one (1) time.

Distribution at District Events

Only District-sponsored advertisement and advertisement from groups affiliated with the District may be distributed at District events, unless the District sells advertisement opportunities as described below.

Groups Using District Facilities

Boy Scouts, Girl Scouts and other Title 36 youth groups and their official affiliates who meet in District facilities pursuant to the Board's policy on use of facilities may distribute advertising during any meeting, activity or event held in accordance with that policy and applicable procedures but otherwise have no greater ability to advertise or distribute information in schools than groups not using District facilities.

Revenue-Generating Advertising on District Property or in District Publications

The District may accept or solicit advertising for use on the District's website and in gymnasiums, athletic fields and other facilities primarily used for extracurricular activities. Any such advertising will be limited to the name, address, phone number, Internet address and logo of the advertiser.

Community Relations

Advertising, Promotion and Commercial Activities

Revenue-Generating Advertising on District Property or in District Publications

(continued)

The District may accept or solicit advertising on extracurricular activity schedules, programs, newspapers, yearbooks or other District-sponsored publications at the discretion of the Principal of the school involved. Advertising generally will be limited to the name, address, phone number, Internet address and logo of the advertiser except that publications may also provide the advertiser with a selection of greetings, phrases or graphics that can be included if the advertiser so chooses.

Student publications and the advertising in those publications are District-sponsored speech subject to editorial control over content in accordance with law.

All such advertising must be compliant with the District's wellness policy and procedures.

Collecting, Disclosing or Using Information for Marketing

In general, the District will not collect, disclose or use personal information from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose unless required by law. For the purposes of this policy, "personal information" means individually identifiable information, including a student's or parent's first and last name, a home or other physical address, a telephone number and Social Security number.

In the rare case where the District may collect or disclose students' personal information or allow another group or entity to collect or disclose students' personal information for the purpose of marketing or selling that information, the District will directly notify the parents/guardians in accordance with law at least annually at the beginning of the school year of the specific or approximate dates when such information will be collected. Parents/Guardians, upon request, may inspect any instrument used to collect personal information for the purpose of marketing or selling that information before the instrument is administered or distributed to a student. All parents/guardians and students of appropriate age may decline to provide the information requested.

This portion of the policy does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions, to the extent allowed by law and Board policy.

Community Relations

Advertising, Promotion and Commercial Activities (continued)

- (cf. 1260 - Educational Foundations)
- (cf. 1314 - Soliciting Funds from and by School Personnel)
- (cf. 1324 - Soliciting Funds from and by Students)
- (cf. 1660 - School-Business Partnerships)
- (cf. 3280 - Gifts, Grants and Bequests)
- (cf. 3281.1 - Business/Industry/Corporate Involvement in Education)
- (cf. 5125 - Confidentiality of Student Records)
- (cf. 6142.101 - Wellness and Nutrition)
- (cf. 7551 - Naming of Facilities)

Legal Reference: Connecticut General Statutes

7-194 Powers.

10-9 Bequests for educational purposes.

10-21a Accredited courses offered by employers.

10-21b Programs offered jointly by boards of education and business firms; neighborhood assistance.

Federal Statutes

Title IX of the Educational Amendments of 1972

Family Educational Rights and Privacy Act — 20 U.S.C. Sec. 1232g.

Protection of Pupil Rights Act — 20 U.S.C. Sec. 1232h.

Boy Scouts of America Equal Access Act, 20 U.S.C. 7905.

34 C.F.R. 108.1 - 108.9.

Policy adopted:

cps 11/10

A new policy to consider, permitting advertising.

Community Relations

Advertising, Promotion and Commercial Activities

The Board of Education believes that properly regulated opportunities for advertising and promotion can be a positive partnership between the school system and the community. The Board also recognizes its responsibility to protect its students from exploitation by private interests and to uphold the values of the school system and the community.

The Superintendent or his/her designee must approve advertising in District facilities or on District property. Any approval must state precisely where the advertising is to be located and for the period of time. Advertising shall not be allowed outside the approved location or time span. Advertising, for the purposes of this policy, is defined as allowing for profit-making companies or organizations to utilize school property or facilities to promote their products or services in exchange for money, service, material or other compensation.

Restrictions on Advertising

The following restrictions will apply to all advertising:

Advertising shall not:

1. Violate or contradict the standards, values or educational goals of the District or community;
2. Promote hostility, disorder or violence;
3. Attack or defame ethnic, racial or religious groups;
4. Discriminate, demean or harass any person or group based on gender or sexual orientation;
5. Inhibit the functioning of the District;
6. Override the school or District identity;
7. Involve any political promotion or endorsement;
8. Be obscene or violate prevailing community standards;
9. Promote any religious organization; or
10. Use any District or school logo without prior approval.

Funds Management and Allocation

The Board of Education retains the rights to allocate advertising revenue to support District programs unless required to deposit revenue in the General Fund. The Board or its designee shall have the right to enter into partnerships with school related clubs and organizations for the purposes of selling advertising. In these cases, the Board retains the right to allocate a portion of the funds raised to the club or organizational partner. The proposal and approval process in these cases must follow the process described in this policy and any corresponding regulations.

Community Relations

Advertising, Promotion and Commercial Activities

Funds Management and Allocation (continued)

Advertising revenues must be accounted for and reported to the Board of Education. All District programs must report advertising revenue and its utilization to the Superintendent. The Superintendent shall submit an annual report to the Board of Education regarding the intake and expenditures of all District and school advertising revenue.

Approval

All proposals for advertising shall be submitted in writing to the Superintendent of Schools. Advertising proposals must be approved by the Superintendent or his/her designee in writing prior to being displayed on school property or facilities. The Superintendent retains the option of referring any proposal for advertising to the Board for its approval. Any arrangement that requires the District to enter into a formal contract must be approved by the Board.

Advertising in school-based publications or activity “programs,” including but not limited to, newspapers, yearbooks, play programs, concert programs, must be approved, in writing, in advance by the school Principal or his/her designee. This advertising is also required to meet the standards described in this policy. The Principal may refer advertising to the Superintendent for approval.

Disclaimer

The approval and sale of advertising by the District does not constitute endorsement of any product, company or organization.

(cf. 1260 - Educational Foundations)
 (cf. 1314 - Soliciting Funds from and by School Personnel)
 (cf. 1324 - Soliciting Funds from and by Students)
 (cf. 1660 - School-Business Partnerships)
 (cf. 3280 - Gifts, Grants and Bequests)
 (cf. 3281.1 - Business/Industry/Corporate Involvement in Education)
 (cf. 7551 - Naming of Facilities)

Legal Reference: Connecticut General Statutes
 7-194 Powers.
 10-9 Bequests for educational purposes.
 10-21a Accredited courses offered by employers.
 10-21b Programs offered jointly by boards of education and business
 firms; neighborhood assistance.
 Title IX of the Educational Amendments of 1972.

Policy adopted:

cps 11/10

A sample from Wolcott to consider.

Community Relations

Solicitations by Staff Members

The Board of Education, recognizing its responsibility in the matter of solicitations, shall strive to safeguard from exploitation the students, parents, staff members, school system and community.

Therefore, no staff member shall use professional relationships with students for private advantage; nor shall any staff member use his/her position to influence parents or students of the school system to purchase instructional supplies, equipment or books, or sell to any student or parent any instructional supplies, equipment or books except those expressly approved for classroom or school-related use by the office of the Superintendent.

No staff member shall furnish lists of students or parents names, addresses and telephone numbers, or any other information, to anyone for solicitations unless prior approval is granted by the Office of the Superintendent.

Policy adopted:

WOLCOTT PUBLIC SCHOOLS
Wolcott, Connecticut

cps 11/99

An optional sample policy to consider.

Community Relations

Relations with Youth Organizations

In order to provide the best possible educational opportunities for all students, the Board may consider properly submitted proposals for activities offering explorations of areas which are adjunct to or outside the District's curriculum. Whenever appropriate, the Board will co-sponsor such activities with a bona fide youth organization, such as but not limited to, Boy Scouts, Girl Scouts, YMCA/YWCA or Boy's Club. Such sponsorship must be consistent with law and Board of Education policies, especially those pertaining to nondiscrimination.

Proposals shall be judged on their educational value, relevance to student educational levels and interests, and the availability of funds, adequate supervision and transportation.

The Administration will work out each viable proposal in detail with the co-sponsoring organization prior to its submission to the Board for approval.

The Board encourages efforts by the staff, students, youth organizations and the community to make the widest possible range of educational experiences available to the students of the District. Students will be encouraged to take an active part in the planning and implementation of such approved activities.

The Administration, in cooperation with the co-sponsoring organization, will devise and implement procedures to evaluate each approved activity and will report to the Board as requested.

(cf. 1330 - Use of School Facilities)

(cf. 3515 - Community Use of School Facilities)

Legal Reference: Connecticut General Statutes

10-215c Discrimination in public schools prohibited.

10-239 Use of school facilities for other purposes.

Equal Access Act, 20 U.S.C. ss 4071-4074

Policy adopted:

cps 4/01

Sample policy to consider, updated to reflect NCLB legislation.

Community Relations

Use of School Facilities

Since school buildings and grounds are public property, the Board of Education may make them available for purposes other than education when they are not in use for school purposes.

The Board of Education shall grant the use of school facilities for activities of an educational, cultural, civic, and other non-commercial uses consistent with the public interest when such use does not interfere with the school program or school sponsored activities as permitted under law. The use of school facilities for school purposes has precedence over all other uses. Persons on school property must abide by the District's conduct rules at all times.

The Boy Scouts of America, Big Sisters of America, Boys and Girls Clubs of America, Future Farmers of America, Girl Scouts of America, Little League Baseball, Inc. and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code may use school property upon payment of suitable fees and costs according to the Board approved fee schedule.

In order to maximize student learning and community use of facilities, the Superintendent, in cooperation with representatives of the public library and recreation department of the community shall on a regular basis conduct an instructional time and facility usage assessment.

Types of Activities Which Will Not be Permitted (optional)

1. Activities which are unlawful in nature.
2. Any purpose in conflict with the mission or goals of the school district.
3. Commercial advertising
4. Fund-raising campaigns except as permitted by Board of Education policy or by special action of the Board of Education. (option: "except as permitted by the Superintendent.")
5. Any activity which may be injurious to the buildings, grounds or equipment of the schools.

Consistent with this policy the Superintendent shall approve and schedule the use of school facilities by an individual or group and shall develop guidelines for community use of the schools.

(cf. 6145 – Extra Class Activities: Limited Open Forum)

Legal Reference: Connecticut General Statutes
10-239 Use of school facilities for other purposes.
PA 97-290 An Act Enhancing Educational Choices and Opportunities
Equal Access Act, 20 U.S.C. ss 4071-4074
Good News Club v. Milford Central School, Sup.Ct., 6-11-01
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Policy adopted:

cps rev 11/01

cps rev 5/03

A version from Waterford to consider/modify.

Community Relations

Use of School Facilities

Since school buildings and grounds are public property, the Board of Education may make them available for purposes other than education when they are not in use for school purposes.

In accordance with annual agreements between the Waterford Board of Education and the Waterford Recreation and Parks Commission, the Board has delegated responsibility for scheduling non-school related community activities in Board of Education buildings and on its grounds. The "Property Request" Form for Waterford school facilities shall be submitted to the Recreation and Parks office for approval.

If a community group is denied use of Board of Education facilities by the Recreation and Parks staff, the group may appeal that decision to the Recreation and Parks Commission.

If the Building-Principal disagrees with a decision about community groups meeting at his/her school, where they are meeting, and/or when they are meeting, he or she may appeal that decision to the Superintendent and further to the Board of Education.

The user must be specific in requesting exactly what facilities are desired. Approval will be for those specific facilities and rooms only.

Generally, not more than three (3) classrooms will be allocated at one time for community use in any elementary school. In the event a Town agency needs more than three classrooms and it is in the best interest of the Town and the townspeople, the Recreation and Parks Commission will grant permission for school use.

All school equipment in the premises shall be in the charge and control of the Building Principal or his/her designee, and arrangements for on-site equipment use shall be made directly with the Building Principal or his/her designee by organizations using school facilities.

The Building Principal will submit a written preliminary schedule of school-sponsored activities to the Recreation and Parks Commission's program coordinator three weeks after the beginning of each school year.

Prior community use will be allowed as long as such use does not interfere with school activities.

The Waterford Recreation and Parks Commission and the Waterford Board of Education reserve the right to, review all school use for compliance with all Town and Board use policies and regulations.

Community Relations

Use of School Facilities (continued)

Eligible Organizations and Priority of Use

1. Educational programs.
2. Student activities.
3. Administrative, faculty, or staff activities (includes PTO/PTA).
4. Town of Waterford-department or agency activities (Recreation and Parks top priority).
5. Activities sponsored by and for organizations promoting the physical or political or cultural well-being of the citizens of the town.
6. Private organizations, private businesses or enterprises located in or taxpayers to the Town of Waterford.
7. Out-of-town organizations.

Restrictions on Use of School Facilities

1. Illegal activities will not be tolerated and any violations may justify permanent restriction of the organization involved.
2. Use or possession of alcoholic beverages or unauthorized controlled substances shall not be permitted on school property. Tobacco products shall not be used on school property.
3. Vendors shall be prohibited from any form of selling in school buildings or on school grounds.
4. Refreshments can be served or consumed only in areas designated by the Building Principal.
5. Advertising and/or decorations held not to be in good taste by the Board of Education, the Superintendent, the Building Principal, and/or the Recreation and Parks Commission shall not be allowed in school facilities or on school grounds.

Use of School Equipment or Property

School equipment or property may be loaned to community groups for an educational, civic, or charitable purpose when:

1. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession.

Community Relations

Use of School Facilities (continued)

Use of School Equipment or Property (continued)

2. The equipment is not unusually expensive or subject to easy damage.
3. The equipment is in good condition.
4. The group will provide a competent operator for equipment loaned.

Fee Policy For Community Use of School Facilities

It shall be the general policy of the Board of Education to grant use of facilities to all Waterford community-based groups without charge. This does not, however, relieve the user from any associated costs incumbent upon proper use of those facilities, i.e., police for security, kitchen staff for cooking, lifeguards for swimming, custodians, etc. Such costs shall be the responsibility of the user and shall be the current contractual or prevailing rate, whichever is applicable.

It shall further be the policy of the Board of Education to allow the use of school facilities to out-of-town nonprofit or charitable organizations and to consider requests for use by any other business by the Board (see accompanying schedule). All other charges shall be determined by the day and date of use; the amount of space, the equipment, and the utilities used.

In cases of activities sponsored by Town-based groups that are fund raising in nature, the user group shall incur associated costs if the activity runs beyond eight (8) hours duration, providing all proceeds of such activity are directed only and totally to Town-based activities or services.

Such fund-raising groups shall incur associated costs if the activity runs beyond four (4) hours duration, if the proceeds of such activity are directed in total or partially to other than Town-based groups, i.e., American Heart Association, American Cancer Society, American Red Cross, etc.

Any charges or fees may be waived by Recreation and Parks or its designee if the use is deemed to be in the best interests of the Waterford School System and/or the Town of Waterford.

However, in accordance with the annual agreement between the Waterford Board of Education and the Waterford Recreation and Parks Commission, the Board of Education shall be reimbursed by the Recreation and Parks Commission for Board of Education costs associated with community use of schools (custodial salaries, overtime, and benefits; heating, lighting, and other utilities; maintenance and repairs; instructional, maintenance, and custodial supplies; and equipment).

Community Relations

Use of School Facilities (continued)

Fee Applications

1. Educational program: no rental fee or associated costs.
2. Student activities: no rental fee or associated costs.
3. Administrative, faculty or staff activities: no rental fee or associated costs.
4. Activities sponsored by and for organizations promoting programs that benefit the Waterford Public Schools, excluding fundraising events, may incur a rental fee or associated costs. However, fundraising events will incur associated costs for additional services.
5. Town of Waterford department or agency activities: no rental fee or associated costs.
6. Activities sponsored by and for organizations promoting the physical or political or cultural well-being of the citizens of the Town: may incur rental fee and/or associated costs.
7. Private organizations, private businesses or enterprises located in or taxpayers to the Town of Waterford: may incur rental fee and/or associated costs.
8. Out-of-town organization activities: shall incur rental fees.

Outside Agencies Use of School Facilities and Acquired Immune Deficiency Syndrome (AIDS)

The Waterford Board of Education will not unlawfully discriminate against any individual because he/she may have AIDS or an AIDS related condition or may have tested positive for the AIDS or Human Immunodeficiency Virus (HIV) and therefore recognizes that individuals medically diagnosed as being infected with HIV or AIDS have the right to utilize the Waterford Public School facilities. Based upon these recognitions the Superintendent shall put into effect administrative regulations designed to ensure the monitoring of its responsibilities on a continuous basis.

(cf. 4112.5– Acquired Immune Deficiency Syndrome – Personnel)

(cf. 5141.9 – Communicable Diseases)

(cf. 5141.12 – Emergency Care in Schools for Students)

(cf. 5141.13 – Acquired Immune Deficiency Syndrome – Students)

Legal Reference: Connecticut General Statutes
 10-239 Use of school facilities for other purposes.
 PA 97-290 An Act Enhancing Educational Choices and Opportunities
 Equal Access Act, 20 U.S.C. ss 4071-4074
Good News Club v. Milford Central School, Sup.Ct., 6-11-01

Policy adopted: April 24, 2003

WATERFORD PUBLIC SCHOOLS
 Waterford, Connecticut

cps 9/03

A regulation from Waterford to consider/modify.

Community Relations

Outside Agencies Use of School Facilities and Acquired Immune Deficiency Syndrome (AIDS)

1. The Waterford School System cannot require an individual to disclose information about AIDS nor in any way deny access to school facilities because an individual initially chose not to disclose such information. The School System, however, believes that it is in the best interest of the individual to share this information with appropriate staff members and therefore urges cooperation.
2. A Waterford School/Town staff member or contracted employee who obtains confidential HIV related information may not disclose or become compelled to disclose such information to others.
3. Information may only be shared with those individuals listed on the "Authorization for Release of Information Confidentiality HIV Related Information" form 5141.13(c). This form must be signed by the child's parent/guardian or the afflicted individual if eighteen (18) years of age or older in order for information to be released. A general authorization to obtain medical information is not sufficient to allow the release of HIV related information. The confidential records of individuals identified as having AIDS are to be kept in the Supervisor of Special Services office and the Director of Public Health Nursing Service office. Confidentiality regarding this information is to be maintained at the highest level.
4. Any restrictions placed upon the infected individual are only to minimize the risk of transmitting the disease to others or placing the individual in a dangerous or harmful situation.
5. HIV or AIDS information is to be made available to students, parents, faculty members and other concerned town agencies. The information distributed is to be based upon the best medical knowledge available. The school and town administrations shall make a continuous effort to monitor and update that knowledge.
6. To assure the prevention of HIV transmission in schools the Board of Education regulation entitled Prevention of Disease Transmission in School (5141.12(c) Emergencies and First Aid Procedures for the Waterford School System) is to be followed:

"Routine and standard procedures should be used to clean up after a child has an accident or injury at school. Blood or other body fluids from any child, should be treated cautiously. Gloves should be worn when cleaning up blood spills whenever possible. These spills should be disinfected with either bleach or another disinfectant, and persons coming in contact with them should wash their hands afterwards. Blood soaked items should be placed in leakproof bags for washing or further disposition. Similar procedures are recommended for dealing with vomitus and fecal or urinary incontinence in ANY child. Handwashing after contact with a school child is routinely recommended only if physical contact has been made with the child's blood or body fluids, including saliva.

Community Relations

Outside Agencies Use of School Facilities and Acquired Immune Deficiency Syndrome (AIDS) (continued)

When possible, direct skin contact with body fluids should be avoided. Disposable gloves should be available in at least the office of the custodian, nurse, or principal. Gloves are recommended when direct hand contact with body fluids is anticipated (i.e., treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand). If extensive contact is made with body fluids, hands should be washed afterwards. Gloves used for this purpose should be disposed of according to state statutes.”

Regulation approved: April 24, 2003

WATERFORD PUBLIC SCHOOLS
Waterford, Connecticut

**WATERFORD PUBLIC SCHOOLS
Waterford, Connecticut**

**AUTHORIZATION FOR RELEASE OF INFORMATION
CONFIDENTIALITY HIV RELATED INFORMATION**

Name of Patient _____ Date of Birth _____

I authorized _____ to release information with respect to the treatment of the above-referenced patient, including any confidential HIV related information, to:

The purpose of this release of information is as follows: (Check one)

- Information Only
- Development of Education Program
- Other _____

Comments if appropriate: _____

This release authorizes the disclosure of the patient's entire medical records (except such parts as may require another special authorization) or such pertinent information from the record as the recipient may require to meet the purpose of the disclosure.

This release serves the dual purpose of being both a general authorization for the release of medical or other information and an authorization for the release of confidential HIV related information.

This authorization shall expire 180 days after the date appearing below or 180 days after the patient's final treatment, whichever is later.

*Signature of patient or person granting
authorization on behalf of patient*

Date

Witness

WATERFORD PUBLIC SCHOOLS
Waterford, Connecticut

REQUEST FOR USE OF SCHOOL
EQUIPMENT OR PROPERTY

To: _____

From: _____

Requesting Building/Program: _____

Reason/Purpose of Request: _____

Date of Request: _____

Date of Use: From: _____ To: _____

Description of Item	Serial Number
_____	_____
_____	_____
_____	_____
_____	_____

This equipment will be housed at: _____

Request approved Request Denied

(Signature)

.....
I will notify my insurance company so that the items listed above are covered during the designated period of time. I accept responsibility for repairing or replacing any equipment damaged or lost while on loan to me from the Waterford Public Schools.

Received by: _____ Date: _____

Loaned by: _____
(WPS Representative) (School/Department)

Returned by: _____ Date: _____

Received by: _____
(WPS Representative) (School/Department)

A sample policy to consider.

Community Relations

Use of School Facilities

Use of School Fields by Outside Organizations

The Board of Education favors the use of athletic fields under its jurisdiction by local citizens subject to the following conditions:

1. The needs of the schools shall have precedence. Only when the schools are not using their playing fields shall they be made available for use by the public.
2. Only fields in adequate playable condition will be available for public use. The Board of Education, through the Superintendent or his/her designee, will be the sole judge of the suitability of their condition for use. The Superintendent or his/her designee reserves the right to cancel previously approved field requests based upon current field conditions, weather forecasts, etc.
3. No unusual maintenance, upkeep, or alteration of school fields will be done by outside organizations without specific approval of the Board of Education, through the Superintendent or his/her designee.
4. The agent of the Board of Education for the implementation of this policy will be the Superintendent of Schools, or his/her designee.

(cf. 1330 – Use of School Facilities)

Policy adopted:

cps 7/07

An optional regulation to consider.

Community Relations

Use of School Facilities

Guidelines For Non-School Sponsored Before and After School Programs

The Board of Education appreciates the efforts of sponsoring agencies to provide programs which are complementary to those of the school system. Students benefit from these opportunities to learn and explore new areas of interest. Such programs also provide teachers new opportunities to work with students.

These guidelines apply to non-commercial programs being conducted in or in conjunction with a school for the benefit of its students, traditionally known as "Befores" and "Afters." Such programs may take place at the school or at community locations deemed appropriate by the sponsoring agency and approved by the building Principal. These guidelines apply to programs which are not sponsored by the school and are thereby considered privately sponsored.

Program Proposal

Before a program can be initiated with the cooperation of the school, a proposal must be submitted to the Principal. Approval for the program to be conducted at and/or with the cooperation of the school must be granted by the Principal before the program can be communicated to parents.

Criteria For Program Approval By The Building Principal

For the Principal to approve the student activity program and authorize such program to operate at the school or with students away from school, the following criteria must be met.

1. **Insurance:** The sponsoring organization must show proof of insurance, covering liability for staff and participants. The town's liability coverage will not apply to a privately sponsored student activity program.
2. **Damage to School Property/Equipment:** The sponsoring organization will agree to be responsible for correcting damage to property and/or equipment. The supervisor of the program will meet with the Principal to decide a fair means of restoring the property and/or equipment.
3. **Supervision:** The sponsoring organization must have a plan for supervising both students and staff for all of the time that students and staff are engaged in the student activity program.

Community Relations

Use of School Facilities (continued)

Criteria For Program Approval By The Building Principal (continued)

4. **Emergency Plan:** In the event of a weather, health, accident or other emergency, the sponsoring organization will have a plan which would detail how children and staff would be cared for, how parents would be notified, and who would be responsible for the individuals in the program until the emergency passes. (e.g., student injury, need to abandon the activity site, illness of a staff member, etc.)
5. **Transportation:** The sponsoring organization will be responsible for organizing the transportation of students with parents. School buses will not be used.
6. **Noninterference:** The student activity program will operate in such a manner so as not to interfere with any school sponsored activity or the normal school day.
7. **Staff:** It will be the responsibility of the sponsoring organization to choose the adults working in the program. This may include parent, community and/or staff volunteers. Should the program wish to recruit staff members, openings will be made known to the staff in the school where the program takes place.
8. **Use of School Buildings:** Sponsoring organizations may request building use for all of their student activity programs at the beginning of the school year.

If the sponsoring group plans to use the school building, an application must be submitted through the school system's Facilities Office, Havenmeyer Building for elementary and middle schools and to the Greenwich High School Student Activities Office for use of the high school.
9. **Materials:** School equipment and/or materials may be used by the sponsoring organization with the prior approval of the building administrator.
10. **Custodial Charges:** The sponsoring organization will pay custodial fees which are incurred after the end of the regular working day (usually 5:00 p.m.). Sponsoring organizations are urged to curtail their activities by the end of the working day to avoid the custodial charges.

Community Relations

Use of School Facilities (continued)

Criteria For Program Approval By The Building Principal (continued)

11. **Tutoring:** In accordance with Board of Education policy, paid tutoring by school staff will not be included as a part of the student activity program.
12. **Parents:** The sponsoring organization will communicate to parents the availability and intent of the program, the program offerings, insurance coverage, emergency plan, and means by which parents can communicate with program staff. Parents will be told in writing that they are responsible for transportation. Parent permission will be required for a child to participate in the program.
13. **Staff Time: Conflicts:** In the event the student activity program begins immediately after school, thus encroaching on teacher work time, participating teachers may arrange to provide compensatory time to the school system. The plan for providing compensatory time will be presented by the staff member to the building Principal for approval prior to the beginning of the activity program.
14. **School Clubs/Intramurals:** The student activity program shall not preclude staff members from offering clubs as part of their thirty hour commitment to the school system. Similarly, school system sponsored intramurals or drama groups (compensated Extra Duty positions) may not be precluded by the student activity program. School sponsored clubs, intramurals and drama groups must be approved by the school's principal and shall be covered by the town's liability insurance. School sponsored clubs and a privately sponsored activity program may coexist but should not compete for the same children. These logistics will be determined by the building Principal in conjunction with the club, intramural, drama and student activity sponsors.
15. **Tuition:** Dues and fees will be determined by the sponsoring organization, which will have accounting procedures to assure accurate receipt and accountability for all funds. The sponsoring organization shall be responsible for collecting dues and fees in such a way so as not to interfere with the normal school day.

Program Evaluation

Once the criteria have been met to the satisfaction of the building Principal the program may begin. At the conclusion of the program, staff, student and parents will be asked to evaluate the program. The evaluation results will be used to improve the next offering and identify any areas of strength or weakness. The program's evaluation will be shared with the building Principal.

Community Relations

Use of School Facilities (continued)

(cf. 1324 - Soliciting Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 4113.5 - Extra Duty)

(cf. 4138 - Non-School Employment)

Regulation approved:

cps 6/99

A sample policy to consider.

Community Relations

Smoke Free Environment

Students

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings and buses or other District transportation at all times, including athletic events and meetings. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services. (*Optional:* Further, smoking is permitted outside District facilities in designated areas.)

Breaks by employees to smoke or use tobacco products are considered recreational activities. If an employee takes a break from work to smoke or use tobacco products or leaves school grounds at any time for any reason other than District business, including to smoke or use tobacco products, He/she will not be considered to be acting within the normal course and scope of employment.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Staff and Public

An ongoing program of staff support and counseling will be offered to provide support for staff who wish to break the smoking habit.

(cf. 1120 Board of Education Meetings)

(cf. 1330 Use of School Facilities)

(cf. 4118.231/4218.231 Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. 5131.6 Drugs, Tobacco, and Alcohol)

Legal Reference: Connecticut General Statutes
19a-342 Smoking prohibited in certain places. Signs required. Penalties.
21a-242 Schedules of controlled substances.
PL 107-110, Section 4303, "Non-smoking Policy for Children's Services"

Policy adopted:

cps 4/99
rev. 10.02

A regulation to consider.

Community Relations

Smoke Free Environment

The following rules shall apply to all facilities operated by the Board of Education. As used here, “smoke” or “smoking” shall mean the lighting or carrying of a lighted cigarette, cigar, pipe or similar device.

1. No person shall smoke in any room of any school district facility.
2. Students are not permitted to smoke in any school district facility or on school grounds at any time, nor while under school supervision away from the school facilities, nor while on a school bus.

(cf. 1120 - Board of Education Meetings)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

21a-242 Schedules of controlled substances.

19a - 342 Smoking prohibited in certain places.

Regulation approved:

rev 4/99

Existing policy, number 1340 adopted 10/18/04, appropriate as written.

Community Relations

Access to School Procedures and Materials

Operating procedures, records and publications developed in or for the school district shall be made available to members of the public consistent with law. No outside organization shall be granted exclusive access to or control over the material made available to it.

Records containing privileged or confidential information about staff or students will be restricted to the extent permitted by law in the interests of the person or persons involved.

(cf. 5125/51251 - Student Records; 4112.6 - Certified Personnel Records; 4212.6 - Non-Certified Personnel Records)

A reasonable charge may be made for copying available records.

Legal Reference: Connecticut General Statutes
 1-15b Access of parent or guardians to student's records. Inspection and subpoena of school or student records.
 1-212 Application for copies of public records. Certified copies. Fees.
 1-16 Reproductions.
 1-154a Professional communication between teacher/nurse and student.
 Surrender of physical evidence obtained from students.
 1-200 Definitions.
 1-206 Denial of access of public records or meetings. Notice. Appeals.
 1-210 Access to public records. Exempt records.
 1-209 Records not to be public. (Medical or psychological examination records.)
 1-211 Access to computer-stored records.
 1-213 Agency Administration. Disclosure of personnel, birth and tax records. Judicial records and proceedings.
 1-214 Public employment contracts as public record. Objection to disclosure of personnel or medical files.
 1-215 Record of an arrest as public record.
 1-225 Meetings of governmental agencies to be public.
 1-226 Recording, broadcasting or photographing meetings.
 1-227 Mailing of notice of meetings to persons filing written request. Fees.
 1-240 Penalties.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Optional policy to consider.

Community Relations

Senior Citizens' Benefits

The Board of Education recognizes the contribution senior citizens have made to the support of education and wishes to encourage their continued support and participation in school sponsored events.

To this end, the Board of Education offers to any senior citizen 60 years of age or older a 50% discount on the admission to any school sponsored activity such as athletic functions or musical events.

A free season ticket to school events shall be available to senior citizens who are town residents and 65 years of age or over. The senior citizen pass shall be valid only for the person to whom issued and shall entitle the authorized person free admission to school sponsored activities such as athletic functions and musical events. The senior citizen pass will be available at the central administration office.

The Board of Education also encourages booster organizations and parent groups which sponsor school events to offer discounts to senior citizens whenever possible.

Policy adopted:

A sample policy to consider.

Community Relations

Awards and Scholarships

Any award or scholarship proposed for presentation in the _____ Public Schools which originates outside the school system must be submitted to the Board of Education for approval. The Board of Education reserves the right to accept or reject any such proposed award or scholarship.

The schools of the _____ school system may establish and maintain a system of awards and scholarships which originate within a school in the system for the purpose of recognizing student achievement or special merit. In each such case, any award or scholarship which originates within a school must be submitted to the Principal for prior approval.

As new awards or scholarships are established by a school within the system, the Superintendent of Schools shall be made so aware.

Policy adopted:

cps 11/99

Existing policy, number 1411 adopted 10/18/04, appropriate as written, with update to legal references.

Community Relations

Law Enforcement Agencies/Fire Departments

Because of the many support services which the local law enforcement agencies and fire departments provide to the schools, staff and students, the Board of Education desires to maintain the best possible relationship with those agencies, bearing in mind the responsibility the schools have to see that the legal rights of staff and students are properly protected.

The Superintendent is directed to establish lines of communication with the local law enforcement agencies and Fire Departments in order to effect the kinds of cooperation needed for the security of the school facilities, the safety of students and staff, and better education of the students concerning law enforcement agencies and fire and safety protection.

(cf. 6114 Emergencies and Disaster Preparedness)

Legal Reference:

Connecticut General Statutes

10-221 Boards of Education to prescribe rules

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

54-76j Disposition upon adjudication as youthful offender

New Jersey vs. T.L.O. U.S. 325 (1985)

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Sample policy to consider.

Community Relations

Fire Department

Members of the Volunteer Fire Department and the Town Fire Marshal play a vital role in the school safety program. The Superintendent of Schools and administrative staff shall have the following responsibilities:

1. Establish and maintain relationships with the local Fire Marshal and Fire Departments.
2. Work with the faculty in determining the nature and timing of the Department's participation in the school program.
3. Coordinate and supervise planned activities.

As necessary or appropriate administrators shall seek the advice and cooperation of the Fire Marshal and Fire Department in:

1. Planning and conduct of fire drills.
2. Fire prevention education.
3. First aid, especially in fire related incidents.
4. Conforming to state and local fire codes.

(cf. 6114 Emergencies and Disaster Preparedness)

Policy adopted:

Existing policy, number 1416 adopted 10/18/04, appropriate as written.

Community Relations

Fiscal Authority

The Board of Education believes that it has an obligation beyond that imposed by law to work with the appropriate fiscal authority at all stages of the budgeting process in order to develop a clearer understanding of school and student needs to improve education in our community.

The Board of Education will meet and confer with the fiscal authority prior to collective bargaining, and further, it will cooperate with the fiscal authority in development of a sound fiscal base for school operation.

Legal Reference: Connecticut General Statutes

10-153d Meeting between Board of Education and Fiscal Authority required. Duty to negotiate.

An optional sample policy to consider.

Community Relations

State/Federal Government

Legislation

The Board of Education, both directly and through its State Association, shall carry on an aggressive program to secure approval of laws and regulations which the Board feels to be in the best interest of the school system through the state legislature. This policy shall include the pursuit of adequate and equitable sources of revenue to support the local free public schools.

State and Federal Aid

In order to bring the full benefit of state and federal aid programs to bear upon the needs of the school system, it is the policy of the Board to maintain close liaison with the State Department of Education and appropriate federal agencies, and to cooperate with them fully in providing improved educational services.

The Superintendent should pursue all available grant sources to enhance the educational programs of the school system. The Superintendent shall notify the Board of the intention to submit grant proposals for funding. Board approval is required prior to grant acceptance.

Policy adopted:

Ledyard's version.

Community Relations

Senior Citizens' Benefits

The Ledyard Board of Education recognizes the contribution senior citizens have made to the support of education and wishes to encourage their continued support and participation in school sponsored events.

To this end, the Ledyard Board of Education establishes the following policy on fees and admissions.

1. Adult Education

Any senior citizen sixty years of age or older will be allowed a 25% reduction on tuition fees for courses offered through the Ledyard Adult Education Program.

2. Admission to School Events

Any senior citizen sixty years of age or older will be allowed to attend any school sponsored athletic or arts activity open to the public free of charge.

In order to facilitate the implementation of this policy, the school administrators are to take steps to make Ledyard's senior citizens aware of school events in a timely manner.

(cf. 3280 - Tuition)

Policy adopted:

LEDYARD PUBLIC SCHOOLS
Ledyard, Connecticut

A sample regulation to consider.

Community Relations

Federal Government

Release of Students and Information

Agencies of the federal government, such as postal inspectors, treasury agents, and agents of the Federal Bureau of Investigation, also have the power of arrest. Normally their contacts with the school would be for the purpose of investigation and they ordinarily cooperate with the local police in making arrest. However, on occasion this authority may be exercised directly, and under such circumstances, school officials should require the officer to sign a release before the student is surrendered.

(cf. 1411 - Law Enforcement Agencies)

(cf. 5145.11 - Questioning and Apprehension)

Regulation approved:

cps 11/04

Existing policy, number 1500 adopted 10/18/04, appropriate as written.

Community Relations

Relations Between Area, State, Regional & National Associations and the School District

Membership in recognized associations such as the Connecticut Association of Boards of Education will be maintained by the schools for several reasons, including:

1. The in-service educational benefits to employees and members of the Board of Education which come from participation in meetings, conferences, clinics and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. Representation in actions affecting education in general and the Woodbridge School District in particular.

The Board of Education in maintaining such membership in no way abdicates its authority over the responsibility for the District as outlined in State law and Board of Education policy.

The Superintendent is authorized to budget funds for such memberships, and for paying the costs of adequate participation of Board of Education, administration and staff in the activities of such associations to achieve the purposes listed above.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

An optional sample policy to consider.

Community Relations

Relations Between Non-Public and other Educational Organizations and the Schools

The Board of Education recognizes the need and the worth of cooperative relationships with other schools, school districts, colleges and educational organizations. It encourages members of the school staff to work with their counterparts in such organizations on educational matters within the framework established by the statutes, state regulations and Board of Education policy.

Policy adopted:

rev 3/98

An optional policy to consider.

Community Relations

Relations With Parochial and Private Schools

In recognition of the educational, cultural, and economic values which parochial and private schools provide to the parents, citizens, and taxpayers of the community, the Board of Education shall make available, within the limits of applicable federal and state restrictions, the full range of public school services to resident students of the community who attend parochial or private schools.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted:

cps 5/01

An optional policy to consider.

Community Relations

Relations With Private School, Colleges and Universities

The Board of Education directs the Superintendent to establish procedures and fees for the administration of special examinations for private schools and colleges.

The District will cooperate with private schools, colleges and universities concerning student records and references in accordance with the law. Except as authorized by law, the written consent of the parent or the eligible student is required before confidential student information may be disclosed. The written consent must specify permission for disclosure, the purpose of the disclosure and the person to whom the records are to be disclosed.

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records

10-76d-18 Regulations concerning children requiring special education

19a-581 through 585 46b-56(e)

20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted:

cps 6/99

A version to consider for a K-8 or K-6 district that does not provide an adult education program.

Community Relations

Cooperative Arrangements for State Mandated Adult Education Programs

The _____ Board of Education shall maintain a cooperating district relationship with an area Board of Education for the purpose of providing for its eligible citizens all those adult education services mandated by the State Board of Education and shall encourage the local population to participate in such courses of study.

Legal Reference: Connecticut General Statutes

10-52 Adult education

Policy adopted:

cps 1/10

Community Relations

Otherwise Lawful Possession of Firearms on School Property

Notwithstanding the otherwise lawful possession of firearms defined in Section 53a-3 in or on the real property comprising school district property by persons who hold a valid state or local permit to carry a firearm and would otherwise legally traverse school property with an unloaded firearm for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, such entry onto school property by these persons for these purposes is prohibited by the Board of Education.

The issuance of a permit to carry a pistol or revolver does not authorize the possession or carrying of a pistol or revolver on school district property. The Board of Education prohibits such possession on school district property.

Students are prohibited by the Board of Education from possessing firearms for any reason, whether otherwise lawful or not, in or on the real property comprising the public or private elementary or secondary school or at a school sponsored activity as defined in Subsection (h) of Section 10-233a.

**Optional if the Board wants to permit possession of a weapon
at a school-sponsored activity:**

The Board allows the lawful possession of a firearm or deadly weapon at a school-sponsored activity held on school property or elsewhere when such possession is deemed a critical part of the activity, such as at a school-sponsored rifle club. Such possession must be strictly regulated and appropriately supervised by school personnel at the activity. The manner in which the firearm or deadly weapon is brought to and from the activity must insure that the weapon or dangerous instrument is not carried on school busses or available to students at any time other than during the approved activity.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference:

Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by PA 98-129)

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by PA 98-129)

52a-3 Definitions.

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by PA 01-84)

Policy adopted:

rev. 7/98

rev. 11/01