

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Monday, February 24, 2014 7:00 PM

Woodbridge Board of Education January 17,
2012 Regular Meeting Executive Session 6:30
PM Public Session 7:00 PM Library Media
Center Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Executive Session - 6:30 PM
 - 1. Receive Safety and Security Update
 - C. Public Session - 7:00 PM
 - D. Salute to the Flag
 - E. Correspondence
 - F. Public Comment
- II. **Consent Agenda**
 - A. Approval of Meeting Minutes
 - B. Finance Committee Minutes
 - C. Monthly Summary Financial Report Ending January 31, 2014
 - D. Monthly Detail Financial Report Ending January 31, 2014
 - E. Combining Financial Statements Through January 31, 2014
 - F. Accept 5000 Policy Series for 30-day Review
- III. **Reports**
 - A. PTO Update
 - B. Superintendent's Report
 - 1. BRS Update
 - a. BRS Monthly Enrollment Report
 - 2. Honeywell Instant Alert System
 - 3. New District Web Site
 - 4. Educator Evaluation Plan Update
 - 5. Revise 2013/14 Calendar
 - 6. Adopt 2014/15 Calendar
 - 7. Open Choice Participation 2014/15
 - C. Facilities Committee Report
 - D. BRS Building Committee
 - E. Policy Committee
 - 1. Adopt 3000 Policy Series
 - F. Finance Committee
 - G. CABE Liaison Report
 - H. ACES Liaison Report
- IV. **New Business**
 - A. Act on Healthy Food Certification 2014/15
- V. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute

VI. **Adjournment**

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, December 16, 2013

BRS Library Media Center

CALL TO ORDER: Ms. Hamilton, Chair called the meeting to order at 6:31 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Dr. Steve Fleischman, Vice Chair; Mr. Matthew Gilbride, Ms. Chris Jaffe, Ms. Karen Kravetz, Mr. Carl Linskog, Ms. Keri Matthews, and Ms. Emily Melnick.

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations.

The Board entered Executive Session to review early retirement incentives for the WEA and CSEA unions.

MOTION #1 – EXECUTIVE SESSION

Move that we enter Executive Session (6:33 PM).

Mr. Gilbride

Second by Dr. Fleischman

UNANIMOUS

MOTION #2 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (6:58 PM).

Mr. Linskog

Second by Ms. Hamilton

UNANIMOUS

CALL TO ORDER: Ms. Hamilton, Chair called the public session back to order at 7:03 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Dr. Steve Fleischman, Vice Chair; Mr. Matthew Gilbride, Ms. Chris Jaffe, Ms. Karen Kravetz, Mr. Carl Linskog, Ms. Keri Matthews, and Ms. Emily Melnick.

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Gina Prisco, Principal; Sheila Haverkamp, Special Services Director; Nancy White, Assistant Principal and Marsha DeGennaro, Clerk of the Board.

MEMBERS OF THE PUBLIC: Brie Pfannenbecker, PTO; Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA Sandy Simowitz, Teacher; and Pua Ford, Bettina Thiel, community.

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #3 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Dr. Fleischman

Second by Mr. Linskog

UNANIMOUS

REPORTS

PTO Report – Ms. Pfannenbecker noted the successful Thanksgiving Food Drive, the Scholastic Book Fair and the Toy Drive sponsored by the Kaoud family to benefit the Yale Children's Center.

Superintendent's Report – Superintendent Stella highlighted the BRS News Program, the Book Fair and the placement of BRS on the recently released CSDE Performance Reports. This system uses a school performance index (SPI) score that recognizes improvement in student achievement at all performance levels, factors in all tested subjects, and sets higher expectations by aiming for “goal” rather than “proficient.” While the SPI is an important indicator, it is not the only determining factor in a school’s classification. Additional criteria—such as graduation rates, the size of achievement gaps, and attainment of annual SPI targets—also influence a school’s classification. BRS was the only BOWA district to place in the “excelling” category.

BRS Update – Ms. Prisco expressed appreciation to the many volunteers in coordinating the Book Fair and invited everyone to enjoy the special performances throughout the building in the coming week.

2014/15 Budget Presentation – Superintendent Stella presented the 2014/15 Budget. As has been done with previous budgets, the 2014/15 is predicated on a zero based approach. Staffing increases include one (1) additional certified staff member and a .5 cafeteria aide as well as the reduction of one (1) teacher assistant. The budget represents a total increase of 2.9% over the 2013/14 allocation. The initiatives supported in the budget have a strong emphasis on academics, as well as social/emotional development to meet the unique and complex needs of each individual child where space and location have no presence. Student learning is geared to preparing them for their future not our past with a personalized methodology on differentiated learning. Administration was cautioned to further analyze the behavior of costs regarding the continual cost escalations associated with staffing and per pupil expenditures.

MOTION #4 – 2014/15 BUDGET

Move that we adopt the 2014/15 budget as presented by administration for submission to the Boards of Selectmen and Finance.

Mr. Linskog
Second by Dr. Fleischman
UNANIMOUS

Facilities Committee – Ms. Kravetz apprised the Board of the items discussed at the December 5 meeting inclusive of updates on the boilers, grounds/sustainability projects and completion of the repairs to the North entrance doors. The next meeting is January 2 at 7:30 AM in the District Office Conference Room.

BRS Building Committee – Ms. Hamilton informed the Board that at the January 8 Boards of Selectmen meeting, the BOS will discuss moving the BRS building project forward either through referendum or scheduling of an additional Town meeting.

Finance Committee – Dr. Fleischman noted that the December 9 meeting focused on the 2014/15 budget presentation and the monthly financials approved earlier this evening. He presented the Early Retirement plans for the WEA and CSEA for endorsement by the Board.

MOTION #5 – EARLY RETIREMENT INCENTIVES

Move that we authorize the Superintendent to offer the early retirement incentives as presented to the memberships of the WEA and CSEA.

Mr. Gilbride
Second by Mr. Linskog
UNANIMOUS

Policy Committee – Mr. Gilbride reviewed the December 5 meeting where the committee has completed the review of the 3000 Series. The next meeting will be February 6 at 6:00 PM in the District Office Conference Room. It was noted that in Policy 3541 (Transportation), language pertaining to a “transition program” should be stricken.

CABE Liaison – Ms. Connor indicated she will be attending a discussion on PreK state initiatives on January 15.

ACES Liaison – No Report

FOI Workshop – Ms. Hamilton reviewed the FOI Workshop she attended on December 4 that was held for for town boards and urged Board members to review the video tape of the meeting available on the Town web site.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (8:16 PM)
Dr. Fleischman
Second by Mr. Gilbride
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Finance Committee Minutes

Date - 2/10/14

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Carl Lindskog, Margaret Hamilton, Lisa Connor, John Pfannenbecker, Lori Patrick, Sandra Stein

The meeting was called to order at 7pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

The annual audit was discussed with representatives from McGladrey

We briefly discussed planning for possible budget surplus

The Meeting was adjourned 7:40pm

**WOODBIDGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 7 Months Ended January 31, 2014**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under
100	TOTAL SALARIES	7,646,706	701,789	588,408	113,381	3,807,422	3,785,036	22,386
200	TOTAL BENEFITS	2,435,739	149,188	150,614	(1,426)	1,244,322	1,229,465	14,857
300	TOTAL PROFESSIONAL SERVICES	384,607	26,665	6,145	20,520	163,303	161,615	1,688
400	TOTAL PROPERTY SERVICES	580,273	45,783	19,086	26,697	133,094	128,233	4,861
500	TOTAL OTHER PURCHASED SERVICES	1,324,372	89,382	70,907	18,475	648,196	649,635	(1,439)
600	TOTAL SUPPLIES & MATERIALS	329,435	24,687	11,325	13,362	157,121	154,781	2,341
700	TOTAL PROPERTY	39,400	225	-	225	8,750	10,230	(1,480)
800	TOTAL DUES AND FEES	77,466	28,731	210	28,520	56,805	25,026	31,779
	TOTAL ADOPTED BUDGET	12,817,998	1,066,450	846,695	219,755	6,219,013	6,144,021	74,993

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COMMENTS

1. Secretaries/Clerical Deficit (\$3,130); Custodial Overtime (\$3,829); Savings from Certified Staff Vacancy & Retirements \$29,345.
2. Medical Insurance Premium Cost Sharing Timing \$14,857.
3. Legal Fees Timing \$1,688.
4. Building Improvements Timing \$2,911; Repairs & Maintenance Timing \$,1950.
5. Liability Insurance Deficit (\$6,624); Worker's Comp Insurance Deficit (\$13,290); Tuition Savings (Reg. & SpED) \$18,475.
6. Instructional Supplies Timing \$2,341
7. Furniture Deficit (\$2,120); Equipment-Building Timing \$640.
8. Ezra Nursing Services timing \$32,696; Other Fees Deficit (\$917).

SPECIAL EDUCATION BREAKOUT

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	36,500	3,650	0	3,650	18,250	8,475	9,775
3901	CONSULTANTS	14,000	1,400	650	750	7,000	2,850	4,150
510	TRANSPORTATION	148,224	14,822	8,716	6,106	74,112	78,139	(4,027)
560	TUITION	294,600	29,460	16,960	12,500	147,300	73,096	74,204
	TOTALS	493,324	49,332	26,326	23,006	345,327	162,560	84,102

**WOODBRIAGE BOARD OF EDUCATION
MONTHLY DETAIL FINANCIAL REPORT**

For 7 Months Ended: January 31, 2014

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	629,992		392,415	242,872	101%	(5,296)	-	(5,296)
120	Teachers - Regular	4,569,431		2,165,361	2,357,940	99%	46,130	98,274	(52,144)
120	Teachers - Special Education	802,441		342,043	372,406	89%	87,992	-	87,992
1201	Psychologist	168,985		70,527	78,704	88%	19,754	-	19,754
1203	Counselor	41,440		19,202	22,238	100%	-	-	-
	Sub-Total Certified Salaries	6,212,289	-	2,989,548	3,074,161	98%	148,580	98,274	50,306
1303	Custodians	369,103		222,821	133,190	96%	13,092	19,592	(6,500)
140	Nurses	132,778		66,012	61,909	96%	4,857	4,857	-
150	Secretaries, Clerical	314,253		195,716	123,903	102%	(5,365)	-	(5,365)
160	Paraprofessionals	377,025		189,589	206,313	105%	(18,876)	-	(18,876)
1601	Special Education Paraprofess.	212,443		108,001	94,132	95%	10,310	500	9,810
190	Salaries, Miscellaneous	28,815		13,349	11,889	88%	3,577	3,577	-
	Sub-Total Non-Certified Salaries	1,434,417	-	795,487	631,336	99%	7,594	28,525	(20,932)
	TOTAL SALARIES	7,646,706	-	3,785,036	3,705,496	98%	156,174	126,799	29,375
1906	Retirement - Sick Pay-Out	-				#####	-	-	-
220	FICA	210,232		104,556	-	50%	105,676	105,676	-
230	Merf	197,029		108,660	-	55%	88,369	88,369	-
270	Medical Insurance	1,990,318		993,525	839,576	92%	157,217	121,217	36,000
280	Life Insurance	24,960		16,768	4,279	84%	3,914	3,914	-
2902	Other Employee Benefits	13,200		5,955	3,307	70%	3,938	3,938	-
	TOTAL BENEFITS	2,435,739	-	1,229,465	847,162	85%	359,112	323,112	36,000

**WOODBRIIDGE BOARD OF EDUCATION
MONTHLY DETAIL FINANCIAL REPORT**

For 7 Months Ended: January 31, 2014

Object Code	Descriptions	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	77,805	12,381	33,606	59%	31,818	31,818	-
330	Legal Fees	38,000	1,277	23,724	66%	13,000	13,000	-
340	Software Support	13,078	6,614	-	51%	6,464	6,464	-
350	Substitutes	28,000	13,121	1,093	51%	13,786	13,786	-
390/01	OT/PT/Consultant Services	60,500	11,325	49,175	100%	-	-	-
3902	Financial Audit	15,600	-	-	0%	15,600	15,600	-
390	Other Prof/Tech. Services	151,624	116,897	34,444	100%	283	283	-
	TOTAL PROFESSIONAL SERVICES	384,607	-	161,615	79%	80,951	80,951	-
410/01	Utilities - Electric and Water	256,334	47,742	190,490	93%	18,102	18,102	-
420	Heating	112,200	13,427	97,404	99%	1,369	1,369	-
430	Repairs and Maintenance	47,627	3,770	6,524	22%	37,332	37,332	-
450	Leases and Rentals	52,411	16,085	36,326	100%	-	-	-
4501	Building Improvements	30,000	150	8,650	29%	21,200	21,200	-
490	Other Purchased Services	25,920	11,693	14,056	99%	172	172	-
4901	Service Contracts	55,781	35,367	15,379	91%	5,035	5,035	-
	TOTAL PROPERTY SERVICES	580,273	-	128,233	86%	83,209	83,209	-
510	Pupil Transportation-Regular	474,971	249,975	176,236	90%	48,760	17,954	30,806
510	Pupil Transportation-Spec. Educ.	148,224	78,139	70,085	100%	-	-	-
520	Insurance-General Liability	91,829	83,650	21,527	115%	(13,348)	-	(13,348)
5201	Worker's Compensation	111,821	113,284	29,791	128%	(31,254)	-	(31,254)
530	Telephone Services	16,670	7,379	9,291	100%	-	-	-
535	Internet	9,876	2,044	2,672	48%	5,160	5,160	-
537	Postage	5,400	1,947	1,192	58%	2,261	2,261	-
540	Advertising	2,800	-	-	0%	2,800	2,800	-
550	Interns	132,257	39,733	79,467	90%	13,057	-	13,057
560	Tuition	315,174	73,096	152,246	71%	89,832	9,156	80,676
590	Other Purchased Services	15,350	387	615	7%	14,348	14,348	-
	TOTAL OTHER PURCH SERVICES	1,324,372	-	649,635	90%	131,616	51,679	79,937

**WOODBIDGE BOARD OF EDUCATION
MONTHLY DETAIL FINANCIAL REPORT**

For 7 Months Ended: January 31, 2014

Object Code	Descriptions		Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	154,558			104,612	20,811	81%	29,135	29,135	-
620	Computer Software	62,521			17,810	2,530	33%	42,181	42,181	-
625	Supplies Nurses	1,800			978	-	54%	822	822	-
630	Supplies Custodial	52,901			16,860	13,817	58%	22,224	22,224	-
635	Supplies Office	11,500			6,363	2,441	77%	2,696	2,696	-
640	Books and Audio Visual	18,000			1,739	8,148	55%	8,113	8,113	-
645	Subscriptions	14,855			4,019	2,095	41%	8,741	8,741	-
650	Testing	9,500			1,772	2,031	40%	5,697	5,697	-
690	Misc. Supplies - DW Security	3,800			628	576	32%	2,596	2,596	-
	TOTAL SUPPLIES & MATERIALS	329,435	-		154,781	52,450	63%	122,204	122,204	-
730	Equipment - Office	-					0%	-	-	-
732	Computer Hardware	15,500			1,575	-	0%	13,925	13,925	-
735	Equipment - Teaching	17,050			5,001	1,224	37%	10,824	10,824	-
740	Equipment - Building	4,600			977	5,849	148%	(2,225)	-	(2,225)
745	Furniture	2,250			2,677	1,693	194%	(2,120)	-	(2,120)
	TOTAL PROPERTY	39,400	-		10,230	8,766	48%	20,404	24,749	(4,346)
810	Dues and Fees	32,174			14,807	956	49%	16,411	16,411	-
825	Unemployment	12,596			4,244	1,162	43%	7,190	7,190	-
900	Other Fees	32,696			5,974	27,850	103%	(1,128)	-	(1,128)
	TOTAL DUES AND FEES	77,466	-		25,026	29,967	71%	22,473	23,601	(1,128)
	TOTAL ADOPTED BUDGET	12,817,998	-		6,144,021	5,697,835	92%	976,143	836,305	139,838

Woodbridge Board of Education
Expenditures by Object
Financial Analysis
For Fiscal Year 2013 - 2014

Month Ended January 31, 2014

OBJECTS 110-120 – CERTIFIED STAFF

The net projected surplus reflects savings from staff changes, retirements, and resignations.

OBJECT 1303 – CUSTODIANS

The net project deficit results from overtime costs for snow removal and K-wing classrooms damage from heating equipment failure.

OBJECT 150 – SECRETARIES, CLERICAL

The net project deficit results from contract negotiations being in process and final wage settlements being obtained in June, after budget approval.

OBJECT 160 – PARAPROFESSIONALS

The net project deficit results from an unbudgeted new hire to support the additional Kindergarten class.

OBJECT 1601 – SPECIAL EDUCATION PARAPROFESSIONALS

The net project surplus results from staff changes and resignations.

OBJECT 270 – MEDICAL INSURANCE

The net projected surplus reflects savings from staff changes, retirements, and resignations.

OBJECT 510 - TRANSPORTATION

The net projected surplus reflects savings from cancellation of Wintergreen bus due to current enrollment.

OBJECT 520 – INSURANCE – GENERAL LIABILITY

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of carrier rate increase (i.e. Hurricane Sandy, Blizzard Nemo)

OBJECT 5201 – WORKER’S COMPENSATION

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of claims experience rating.

OBJECT 550 - INTERNS

The net projected surplus reflects vacancy of one intern.

OBJECT 560 – TUITION

The projected surplus is the result of lower than anticipated enrollment in the Wintergreen Magnet School, and reduction of one outplaced student.

OBJECT 740-745 - FURNITURE

The net projected deficit is the result of furnishing one additional Kindergarten class.

Woodbridge Board of Education
Combining Balance Sheets as of 01/31/14 (Unaudited)

	Total	Special Revenue			Agency	
		Café	Extended Day	Field Trips	Expendable Trust/SEP	
					Activity Fund	
Assets:						
Cash	\$ 160,423	\$ 50,189	\$ 64,234	\$ 1,289	\$ 43,422	\$ 1,289
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	5,074	2,039	1,040	\$ 1,723	\$ 272	\$ -
Intergovt Receivable	8,143	8,143	-	-	-	-
Inventory	4,115	4,115	-	-	-	-
Total Assets	177,755	64,486	65,274	3,012	43,694	1,289
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	2,861	863	709	-	-	1,289
Accounts payable	1,530	-	1,530	-	-	-
Deferred revenue	6,390	-	6,390	-	-	-
Wages payable	-	-	-	-	-	-
Total Liabilities	10,781	863	8,629	-	-	1,289
Fund Balance	166,974	63,623	56,645	3,012	43,694	-
Total Liabilities and Fund Balance	\$ 177,755	\$ 64,486	\$ 65,274	\$ 3,012	\$ 43,694	\$ 1,289
				Café	Extended Day	SEP
Current Fund Balance				\$ 63,623	\$ 56,645	\$ 25,822
Baseline - Minimum Fund Bal (30 Day Expenses Average)				\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Bala (90 Day Expenses Average)				\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 112	\$ 61	\$ 77
Fund Balance Excess				\$ 12,623	\$ -	\$ -

Woodbridge Board of Education
Combining Statement of Revenues & Expenditures
for the 7 Months Ended 01/31/14 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
Revenues:							
Charges for services	\$ 412,988	\$ 108,188	\$ 200,348	\$ 18,831	\$ 81,787	\$ 3,834	\$ -
Intergovernmental	18,272	18,272	-	-			
Donations	-	-	-	-			
Other income	18	18	-	-			-
Additions	-	-	-	-			-
Total revenues/additions	431,278	126,478	200,348	18,831	81,787	3,834	-
Expenditures:							
Wages, FICA, MERF	275,608	57,996	149,019	-	65,955	2,638	
Medical Insurance	-	-	-	-	-	-	-
Cost of food sold	53,464	53,464	-	-	-	-	-
Equipment	268	268	-	-	-	-	-
Repairs	2,458	2,458	-	-	-	-	-
Other Expenses	60,804	5,094	30,106	17,393	7,898	313	
Total expenditures/deductions	392,602	119,280	179,125	17,393	73,853	2,951	\$ -
Excess (deficiency) of revenues over expenditures before operating transfer in	38,676	7,198	21,223	1,438	7,934	883	
Operating transfer in	-	-	-	-	-		
Excess (deficiency) of revenues over expenditures after operating transfer in	38,676	7,198	21,223	1,438	7,934	883	
Fund Balance, ending	\$ 166,974	\$ 63,623	\$ 56,645	\$ 3,012	\$ 25,822	\$ 17,872	
BOE Year to Date Cost of Health Insurance		\$ 13,772					

Students

Concepts and Roles in Student Policies

The focus of the school system is on the learner, the student. The student's educational development toward the school's goals is the central concern of the Board of Education's policies and administrator's regulations.

Each child shall be given equal opportunity. But since children vary widely in capacities, interests, social and economic background, no two can be treated exactly alike if the fullest development of each is to be achieved.

The Board of Education will attempt to erase any limitations of facilities and means that stand in the way of our school's availability to all who wish to learn in this school system.

Discrimination among students applying for admission to or attending our schools with respect to race, color, religious creed, age, national origin, sex or physical disability is prohibited.

Legal Reference: Connecticut General Statutes
 10-15 Town to Maintain Schools
 10-15c Discrimination in Public Schools Prohibited. School Attendance by
 Five-Year Olds.
 10-184 Duties of Parents. (Re: Mandatory Schooling of Children Seven
 Years of Age and Over and Under Sixteen)
 10-186 Duties of Local and Regional Boards of Education Re: School
 Attendance. Hearings. Appeals to State Board.
 10-226a Students of Racial Minorities
 Title IX of the Education Amendments of 1972.
 Section 504, U.S. Rehabilitation Act of 1973, 29 U.S.C. @ 794

Policy adopted:

WOODBRIJDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Attendance Eligibility

All children who are residents of Woodbridge and who meet legislated age requirements may attend the Woodbridge Public School Non-resident tuition students will not be accepted, except as noted below.

When doubt arises as to whether a child is residing in the school district, the burden of proof of residence shall rest with the family.

A student whose family intends to become residents of Woodbridge by December 31 of a given school year may enroll in the Woodbridge Public Schools at the start of that school year by presenting evidence that such residence will be established. Evidence shall include ownership of property approved as a building site and a signed construction contract which states that the home will be ready for occupancy prior to December 31; or a binding lease agreement to rent a home in Woodbridge with occupancy prior to December 31; or a binding agreement to purchase a home in Woodbridge which clearly states "closing" to occur prior to December 31. In each case such evidence shall be presented as a sworn or notarized affidavit.

Failure to establish residence by December 31 means that the family is liable for payment of full tuition costs from the date of entry in the school. Tuition must be paid monthly in advance for the child to be eligible to continue in school until residency occurs, including the payment of any delinquent or liable tuition. In such circumstances, a child will not be continued as a tuition student for a period greater than ten (10) months.

Per pupil cost is defined as the previous year's total district budget minus transportation costs and out-of-district special education costs divided by the previous year's enrollment as of June first.

Students of non-resident employees may attend the Woodbridge Public Schools as per benefits provided by the employee bargaining unit contract. Handicapped students from other public school systems may attend the Woodbridge Public Schools in accordance with terms agreed to by the Woodbridge Board of Education and the respective school system at a tuition appropriate for the services provided.

A student whose family moves from Woodbridge after February first of a given school year may complete that year in the Woodbridge Public Schools, but must provide his/her own transportation to and from school.

Students

Attendance Eligibility

Legal Reference: Connecticut General Statutes
176e through 4-185 Uniform Administrative Procedure Act
W-186 Duties of Local and regional Boards of Education
Re: School Attendance. Hearings. Appeals to State Board.
Establishment of Hearing Board.
10-253 School privileges for students in certain placements and temporary shelters.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Attendance Eligibility-Resident and Non-Resident Students

I. Resident Students

A. Children of school age who are bona fide residents of Woodbridge are entitled to school accommodations provided by the Woodbridge Board of Education without payment of tuition.

B. A bona fide resident for purposes of this policy is defined as:

Any child who is residing with his or her parents or parent who is a bona fide resident of Woodbridge; or

Any child who is a permanently residing with a legally appointed guardian who is a bona fide permanent resident of Woodbridge.

A legally emancipated minor or a student eighteen (18) years of age or older who is a bona fide resident of Woodbridge.

C. A student who resides in a dwelling located in more than one town shall be considered, for purposes of school attendance, a resident of each town in which the dwelling is located and may attend school in any one of such towns. "Dwelling" means a single, two or three family house or a condominium unit.

II. Non-Resident Students

Children of school age who are not residents of Woodbridge but who are permanent residents with adult relatives or non-relatives who are bona fide residents of Woodbridge, shall be entitled to free school accommodations provided by the Woodbridge Board of Education provided that the child's residence is in Woodbridge: (1) is to be permanent; (2) is provided by the Woodbridge relative or non-relative without payment or compensation by the child's parent or legal guardian and; (3) not for the sole purpose of attending Woodbridge Public Schools.

Connecticut General Statute 10-253d addresses the circumstances of children who are permanent residents in the homes of relatives or non-relatives citing conditions of residence as being permanent, provided without pay and not for the sole purpose of obtaining school accommodations. The statute also provides that the local Board of Education may require documents from the parent or guardian the relative or non-relative, emancipated minor or student 18 years of age or older, in the form of an affidavit attesting to residency under conditions not in conflict with Connecticut General Statute 10-253(d). The transportation of a child to Woodbridge from a parent's residence in another community does not qualify as residency (if the child actually resides in the other parent's community).

Students

Attendance Eligibility-Resident and Non-Resident Students

II. Non-Resident Students (continued)

The Superintendent shall require that affidavits shall be executed by both the child's parent or legal guardian and the Woodbridge relative or non-relative attesting to the child's residence in Woodbridge. The Superintendent may also require any other supporting documentation as he/she deems necessary. For the purposes of this policy, the term "permanent" shall be defined as the intent by the non-resident student, the Woodbridge relative or non-relative, and the student's parent or guardian that said student intends to reside in Woodbridge indefinitely.

The Superintendent shall require that parents or guardians of a child provide appropriate proof of residency in Woodbridge prior to enrollment of their child in the Woodbridge Public Schools. The Superintendent may also require that parents or guardians of a child already enrolled in the Woodbridge Public Schools provide appropriate proof of residency in Woodbridge from time to time.

The Superintendent shall also require that emancipated minors produce appropriate documentation of their emancipated status, and of their residency.

In the event it is determined by the Superintendent of Schools that a child is not a legal resident of Woodbridge and is not entitled to be provided free school accommodations by the Woodbridge Board of Education, the parent or guardian of the child has a right to request a hearing before the Woodbridge Board of Education regarding this issue (Connecticut General Statute Section 10-186).

In the event it is determined that a child is not legally entitled to be provided school accommodations by the Woodbridge Board of Education, the Woodbridge Board of Education may, pursuant to Connecticut General Statute 10-186, assess the child's parent or guardian for tuition for that period of time that the child was not legally entitled to attend Woodbridge Public Schools and may seek civil remedies to collect any unpaid assessments of tuition.

If a child is placed out by the Department of Children and Families or any other State agency with a bona fide resident of Woodbridge, the child shall be entitled to free school accommodations in Woodbridge. Payment for such services shall be provided by the Board of Education of the school district under whose jurisdiction such child would otherwise be attending school where such school district is identified (Connecticut General Statute 10-253(d)). The Superintendent shall require documentation of such placement, in addition to proof of residency.

Students

Attendance Eligibility-Resident and Non-Resident Students

II. Non-Resident Students (continued)

Children in temporary shelters in Woodbridge shall be entitled to free school accommodations from either Woodbridge, or the school district in which the child would otherwise reside. Upon notification from Woodbridge, the school district in which the child would otherwise reside shall either pay tuition to Woodbridge or shall continue to provide educational services, including transportation, to such child. (Connecticut General Statute 10-253(d)). The Superintendent shall require proof of residency in the temporary shelter.

III. Future Residents

Children of parents or guardians who have contracted for the occupancy of a home in Woodbridge, in which these children will be domiciled, may be admitted to the schools if the parents show proof of contract. For purposes of this condition only, registration of a child(ren) at Beecher Road School prior to the issuance of a Certificate of Occupancy will require a tuition assessment in the amount of the annual per pupil expenditure prorated and assessed on a monthly basis. The family must show proof of expected occupancy prior to December 31st of the year of admission. If the Woodbridge Building Inspector has not issued a certificate of occupancy to the family by December 31st, at the discretion of the Board of Education, tuition will be charged and assessed for the period extending from the last monthly assessment through the last day of the school year. A payment of the full amount for the balance of the year will be due on the first business day of January following December 31.

The privilege, in no case, shall extend beyond one school year (September 1 to June 30).

Parents or guardians shall provide transportation for these students until the family takes residence in Woodbridge.

IV. Former Residents

Regularly enrolled children of families who have moved out of the school district after February 1 of the current school year may complete that school year. Parents are to provide transportation for any period in which the child does not reside in Woodbridge.

No former resident will be required to pay tuition during the remainder of the school year during which the parent pays local property taxes on his/her former residence.

Students

Attendance Eligibility-Resident and Non-Resident Students (continued)

V. Special Education

The Planning and Placement Team may accept into the special education program a non-resident student sponsored by a public school system subject to space availability and subject also to the sponsoring town assuming the pro-rata expenses for transportation and education of such a student, including some minor provision for administrative expense.

Legal References: Connecticut General Statutes

10-186 Duties of local and regional Boards of Education re: school attendance. Hearings. Appeals to State board. Establishment of hearing board.

10-253 School privileges for children in certain placements, non-resident children and children in temporary shelters.

P.A. 97-31 An Act Concerning Residences Located in Two Towns and Responsibility for Education.

Regulation Approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**AFFIDAVIT OF RESIDENT FOR ENROLLMENT IN THE
WOODBIDGE SCHOOL DISTRICT**

To be Completed by Custodial Parent or Legal Guardian

I, (We), _____, being duly sworn, hereby declare that I am (we are) the custodial parent(s) or legal guardian of _____ and that we reside at _____, Woodbridge. I approve the arrangement whereby my child will reside with _____ on a permanent basis and that no compensation or other financial reimbursement will be paid to _____ for the care and/or support of my child and that my child is not residing with _____ for the sole purpose of attending the Woodbridge School District.

I (We) hereby certify that all of the statements contained in this statement are true and correct to the best of my knowledge and belief.

I (We) hereby agree, that pursuant to Connecticut General Statute 10-186, if it is determined that my child is not entitled to be provided school accommodations in Woodbridge without payment, I agree to pay to the Woodbridge Board of Education tuition for the period that my child was attending Woodbridge Public Schools and was not entitled to school accommodations in Woodbridge.

Date

Signature of Parent or Guardian

STATE OF CONNECTICUT))SS _____, 20_____
COUNTY OF _____)

Personally appeared _____ and made oath to the true of the foregoing statement.

Subscribed and sworn to before me this _____ day of _____ 20 ____

Notary Public

My Commission Expires _____

**AFFIDAVIT OF RESIDENT FOR ENROLLMENT IN THE
WOODBRIDGE SCHOOL DISTRICT**

To be Completed by Bona Fide Legal Resident

I, (We), _____, being duly sworn, hereby declare that I am (we are) bona fide legal resident(s) of the Town of Woodbridge, and reside on a permanent basis at the home I (We) own at _____ and that _____ will be residing with me (us) on a permanent basis; and I (We) will not receive any compensation or other financial reimbursement for housing the above named child so s/he can attend the Woodbridge School District; and that the above named child is not living with us for the sole purpose of attending the Woodbridge School District.

I (We) hereby certify that all of the statements contained in this statement are true and correct to the best of my (our) knowledge and belief.

Date

Signature

Signature

STATE OF CONNECTICUT)

)SS _____, 20. _____

COUNTY OF _____)

Personally appeared _____ and made oath to the true of the foregoing statement.

Subscribed and sworn to before me this _____ day of _____ 20 _____

Notary Public

My Commission Expires _____

**Non-Resident Student Living With Resident of Woodbridge
Bona Fide Legal Resident Must Sign**

WOODBRIAGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525

**AFFIDAVIT OF RESIDENT FOR ENROLLMENT IN THE
WOODBRIAGE SCHOOL DISTRICT**

To be Completed by Bona Fide Legal Resident

I, (We) _____, being duly sworn, hereby declare that I am (we are) bona fide legal resident(s) of the Town of Woodbridge, at _____ and residing on a permanent basis under a Residential Lease Arrangement at the above stated address. In support of this affidavit, (I, we) submit a notarized copy of the Lease Agreement and rent receipts reflected by the most recent three (3) months.

I (We) hereby certify that all of the statements contained in this statement are true and correct to the best of my (our) knowledge and belief.

Date

Signature

Signature

STATE OF CONNECTICUT)
)SS _____, 20_____
COUNTY OF _____)

Personally appeared
and made oath to the truth of the
foregoing statement.

Subscribed and sworn to before me this _____ day of
_____, 20____

Notary Public

My Commission Expires _____

**Lease/Rental Arrangement
Bona Fide Legal Resident Must Sign**

WOODBIDGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525
**AFFIDAVIT OF RESIDENT FOR ENROLLMENT IN THE
WOODBIDGE SCHOOL DISTRICT**

To be Completed by Landlord

I, (We) _____, being duly sworn, hereby declare that I am (we are) the Landlord of the property located in the Town of Woodbridge, at _____ and that _____ is residing on a permanent basis under a Residential Lease Arrangement at the above stated address. In support of this affidavit, (I, we) submit a notarized copy of the Lease Agreement and rent receipts reflected by the most recent three (3) months. I agree to notify the Woodbridge School District when the above stated individual(s) vacate these premises or cease to reside at the above stated location.

I (We) hereby certify that all of the statements contained in this statement are true and correct to the best of my (our) knowledge and belief.

Date

Signature

Signature

STATE OF CONNECTICUT)
)SS _____, 20 ____
COUNTY OF _____)

Personally appeared
----- and made oath to the truth of the foregoing statement.

Subscribed and sworn to before me this _____ day of _____, 20____

Notary Public

My Commission Expires _____

Lease/Rental Arrangement- Landlord Must Sign

WOODBIDGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525
POSSIBLE ILLEGAL RESIDENT

TO: Superintendent

FROM: Principal

DATE:

Name of Student: _____

Parent/Guardian: _____

Stated Address: _____

Telephone: _____

PLEASE CHECK WHERE APPROPRIATE AND IMMEDIATELY FORWARD TO
CENTRAL OFFICE

Parent/Guardian failed to comply with the request for residency verification information.

I have concluded that the above named student may be a non-resident student. Attached is all of the information and/or evidence that supports my position.

WOODBIDGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525

REPORT OF NON-RESIDENT STUDENT

TO: Principal

FROM: Superintendent

DATE:

On _____, it was reported to me that
_____ of _____
Woodbridge Public Schools. _____
be may be a non-resident student attending the

The information acquired is as follows:

Please investigate and report your findings back to me

by _____

WOODBIDGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525

PROOF OF RESIDENCY FOR PURPOSE OF SCHOOL ATTENDANCE

As evidence of residency, a registrant shall provide the school official with two or more of the most recent documents.

- A. Court Document _____
- B. Mortgage Receipt _____
- C. Rent Receipt (and Pertinent Provisions of Lease) _____
- D. If the student living with you is from another town, you must call the school principal and ask for Forms B & C, which must be filled out by you and the parents/guardians of the student. Both forms must be notarized and returned to the school promptly.
- E. If your family is living with or sharing the same residence with a Woodbridge resident, you must call the school principal and ask for Form A.

ATTACH ABOVE DOCUMENTS TO THIS FORM AND RETURN DIRECTLY TO THE SCHOOL PRINCIPAL. ALL DOCUMENTATION PROVIDED WILL BE HELD CONFIDENTIAL.

Date

Signature of Parent/Guardian

CHILDREN ATTENDING WOODBRIDGE SCHOOLS: (Name, Age, School)

To the School Principal:

Please verify all attached documents, sign this form, and place into student's permanent Record files.

Date

Verify By _____
School Principal

WOODBRIAGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525

CERTIFIED MAIL- RETURN RECEIPT REQUESTED

LETTER I

Date:

Dear:

This letter is to advise you that after investigation, I have determined that your child(ren)_____ is (are) not a legal resident of the Town of Woodbridge and is (are) not entitled to be provided with free school accommodations by the Woodbridge Board of Education. Further, since you are a legal resident of _____ your child is entitled to free public school accommodations in _____.

Please be advised that pursuant to Section 10-186 of the Connecticut General Statutes, you are entitled to request in writing a hearing before the Woodbridge Board of Education with respect to this issue. The Board will hold the hearing within ten days after receipt of your written request.

If I do not receive a written request for a hearing within ten days from receipt of, or refusal to receive, this letter, I will assume that you are not proceeding with a hearing. You should make arrangements promptly for the transfer of your child from the Woodbridge Public Schools.

If you have any questions regarding this matter, please do not hesitate to contact me.

Sincerely,

Superintendent

cc: Superintendent of Schools
(School system child should be attending)

Date:

Dear Parents/Guardians:

The Woodbridge Board of Education has a Proof of Residency Policy. The purpose of this policy is to ensure that the educational programs offered by the Board reach those students who are legitimately entitled to receive them.

It is not our intent to deprive any student of his/her educational rights, but it is our responsibility to make sure that the educational programs paid for by the tax dollars of Woodbridge are offered only to legal residents of Woodbridge. We respectfully request your assistance to carry out this mandate. Attached you will find several items as follows:

A description of the policy (this is for your records).

A Proof of Residency Form which lists several items that can be submitted as proof of our residency (you only have to submit copies of two items). Please feel free to black out any information on the utility bill, rent receipt, mortgage receipt, etc. that you wish to maintain as private information. Please sign this form.

Only one form per family is necessary, but all children attending Woodbridge Public Schools should be listed.

This letter and attached information is being mailed to your home address to make sure that you receive it promptly. If you have any questions about the information requested, please do not hesitate to call your school principal.

I want to thank you for your cooperation and understanding.

Sincerely yours,

Superintendent

Date:

Dear Parents/Guardians:

The Woodbridge Board of Education has a Proof of Residency Policy. The purpose of this policy is to ensure that the educational programs offered by the Board reach those students who are full-time residents of the Town of Woodbridge. (Full-time means a child is domiciled in the Town of Woodbridge day and night). Legal exceptions will be considered on a case-by-case basis.

It is not our intent to deprive any student of his/her educational rights, but it is our responsibility to make sure that the educational programs paid for by the tax dollars of Woodbridge are offered only to those entitled to them. The Superintendent shall also require that parents or guardians of a child already enrolled in the Woodbridge Public Schools provide appropriate proof of residency in Woodbridge prior to January 1st of the year in which their child is enrolled in third grade.

Please complete the enclosed forms and return to the Principal's Office within two weeks of your receipt of this letter.

I want to thank you for your cooperation and understanding.

Sincerely yours,

Superintendent

Enclosures

Replaces current Policy 5111 in its entirety

Students

Admission/Placement

Admission

District schools shall be open to all children five years of age and over who reach age five on or before the first day of January of any school year. Each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation. Students who are classified as homeless under federal law, and therefore do not have a fixed residence, will be admitted pursuant to federal law and policy 5118.1. Exceptions from routine admission may be made by the school Principal on the basis of supporting evidence from physical and psychological examinations.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

According to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the Building Principal.

Any child entering or returning to the district from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

Students

Admission/Placement

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

The parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having control of a child seventeen years of age shall exercise this option by personally appearing at the school district office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that the district has provided the parent or person with information on the educational options available in the school system and in the community.

Children who have attained the age of seventeen and who have terminated enrollment in the district's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to a district school not later than ten days after such termination. In such case the child will be provided school accommodations not later than three days after the requested readmission.

Note: *When a student is enrolling in a new school district or new state charter school, written notification of such enrollment shall be provided to the previous school district or charter school not later than two business days after the student enrolls.*

Children who apply for initial admission to the district's school by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

- (cf. 0521 -Nondiscrimination)
- (cf. 5112 - Ages of Attendance)
- (cf. 5118.1 -Homeless Students)
- (cf. 5141- Student Health Services)
- (cf. 6171 -Special Education)
- (cf. 6146 - Graduation Requirements)

Students

Admission/Placement

Legal Reference: Connecticut General Statutes
 10-15 Towns to maintain schools
 10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247
 10-76a- 10-76g re special education
 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive)- as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)
 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.
 10-220h Transfer of student records, as amended.
 P.A. 11-115 An Act Concerning Juvenile Reentry and Education
 10-233a- 10-233f Inclusive; re: suspend, expel, removal of pupils
 10-233c Suspension of pupils
 10-233d Expulsion of pupils
 10-233k Notification of school officials of potentially dangerous students. (as amended by PA 01-176)
 10-261 Definitions
 State Board of Education Regulations
 10-76a-1 General definitions (c) (d) (q) (t)
 10-76d-7 Admission of student requiring special education (referral)
 10-204a Required immunizations (as amended by PA 98-243)
 McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Plyler vs. Doe, 457 U.S. 202 (1982)

Students

Ages of Attendance

According to Connecticut General Statute 10-186, the Board of Education shall provide education for all persons between the ages of five and twenty-one years who have not graduated from a high school or vocational school, except as provided in Connecticut General Statutes 10-233d, as amended by P.A. 81-215. Children, three to five years of age, who have been identified as being in need of special education services shall receive the appropriate services.

Parents and those who have the care of children seven years of age and older and under sixteen years of age are obligated by Connecticut Law to cause any such child to attend public day school or its equivalent, except that if a child is fourteen years of age or older and gainfully employed at home or elsewhere, he/she is not required to attend school.

(cf. 5111- Admission/Placement) (cf.
5112- Ages of Attendance)
(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year-olds

10-76a- 10-76g re special education

10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional Boards of Education Re school attendance. Hearings and Readmission and Placement of Older Students) (Amended by PA 96-26 An Act Concerning Graduation Requirements

Appeals to State Board. Establishment of hearing board

10-233a- 10-233fInclusive; re: suspend, expel, removal of pupils

10-233c Suspension of pupils

10-233d Expulsion of pupils

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

Policy adopted:

Students

Attendance/Excuses

Connecticut state law requires parents to ensure their children attend school regularly during the hours and terms the public school is in session. It has been well-demonstrated that regular attendance is a key factor in the success a student achieves in school. The Board of Education requires that accurate records be kept of the attendance of each child. A student should not be absent from school without the parents' knowledge and consent by the parent or guardian upon the student's return to school. A determination will then be made whether the absence should be deemed excused or unexcused.

An absence shall be excused when a child does not attend school because of illness or injury, death in the family, religious obligation, an emergency or other exceptional circumstances. All other absences, with or without an explanation from a parent or guardian, will be considered unexcused. Excessive absences due to illness may also be considered an unexcused absence unless a doctor's note is provided.

The Board of Education shall annually submit to the State Department of Education a report on the number of students enrolled in grades kindergarten to six who are **habitual** truants.

The Superintendent shall establish such procedures as deemed necessary to determine the causes of **habitual** truancy, including medical verification for excessive absence, and shall cooperate with other private and governmental agencies in correcting the causes thereof. The administration will establish regulations to carry-out the intent of this policy.

Legal Reference: Connecticut General Statutes
 10-184 Duties of Parents (as amended by PA 98-243 and PA 00-15)
 10-185 Penalty
 10-198a Policies and procedures concerning truants (as amended by PA 11-136, An Act Concerning Minor Revisions to the Education Statutes).
 10-199 to 10-202 Attendance, Truancy in General
Action taken by the State Board of Education on January 2, 2008 to define "attendance".

Policy adopted: 2/23/2004

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Attendance/Excuses

Definitions:

Length of School Day - The school day at Beecher Road School begins at ~~8:25 AM~~ **8:35AM** and ends at 3:10 PM. Arrival and/or departure after ~~8:25 AM~~ **8:35AM** and prior to 3:10 PM significantly impacts on a student's academic instruction.

Truant - means a child between the ages of 5 and 18 enrolled-in a public or private school who has four unexcused absences from school in a month or ten unexcused absences in any school year.

~~**Habitual Truant**—means any child between the ages of 5 and 18 enrolled in a public or private school who has twenty or more unexcused absences from school in a school year.~~

Tardy Student - refers to a student who arrives at school after ~~8:25 AM~~ **8:35AM**. The school day at Beecher Road School begins at ~~8:25 AM~~ **8:35AM** and ends at 3:10 PM. Students who arrive at school after 8:35AM four or more times per month will be considered "truant."

Habitually Tardy Student - refers to a student who is tardy four times or more within a month without a written legal excuse, i.e., illness/injury, doctor's appointment, religious observation or to attend the funeral of a family member or friend.

Early Pick-up - refers to a student who leaves school prior to 3:10 PM. The school day at Beecher Road School begins at ~~8:25 AM~~ **8:35AM** and ends at 3:10PM. Students who leave prior to 3:10 PM four or more times per month will be considered "truant."

Absence/Unexcused Absence – An absence shall be excused when a child does not attend school because of illness or injury, death in the family, religious obligation, an emergency **or other exceptional circumstances**. The parent or guardian is expected to give the school an excuse for any such absence. All other absences, with or without an explanation from a parent or guardian, will be considered unexcused. Excessive absences due to illness may not be considered excused unless a doctor's note is provided.

1. The Principal **and/or designee** must conduct a meeting within ten school days after the fourth unexcused absence in one month or within 10 school days after the 10th unexcused absence in one year with the parent of each child who is a truant, or other person having control of such child, and appropriate school personnel to review and evaluate the reasons for the child being a truant.

The Principal and/or the Special Services Director will, when deemed appropriate, coordinate services with and referrals of children to community agencies providing child and family services.

Students

Attendance/Excuses

Absence/Unexcused Absence (continued)

2. The ~~Superintendent~~ **Principal** or his/her designee will annually, at the beginning of the school year and upon any enrollment during the school year, notify the parent or other person having control of each child in writing, of the obligations of the parent or such person (pursuant to Section 10-184 (3) of their obligation relative to a child's attendance at school.
3. Annually, at the beginning of the school year, and upon any enrollment during the school year, the Principal **and/or designee** will obtain from a parent or other person having control of the child, a telephone number or other means of contacting such parent or legal guardian during the school day.
4. The Principal will establish a procedure which provides that whenever a child in any grade, Kindergarten to six, fails to report to school on a regularly scheduled school day, and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the students' absence, a reasonable effort to notify, by telephone **and by mail**. The parent or such person shall be made by school personnel or volunteer under the direction of the Principal. **The required mail notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.** Any person who in good faith gives or fails to give notice as specified above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceedings which result from such notice.
5. The school's mandated reporters (teachers, principals, guidance counselors, school psychologists, physical therapists, athletic coaches, paraprofessionals and social workers), must report suspected educational neglect to the Department of Children and Families.
6. The Principal **and/or designee** shall refer a child to the Planning and Placement Team for evaluation for a possible disability if the student is excessively absent without excuse (Connecticut State Regulations, Section 10-76d-7).
7. The Superintendent ~~of Schools~~ is required to file a truancy petition with respect to all students who are absent without excuse four (4) days in any given month or ten (10) days in any year, whose parents/legal guardian fail to attend the meeting held to discuss the attendance issues or otherwise refuse to cooperate.

Students

Attendance/Excuses

Absence/Unexcused Absence (continued)

Tardy/Habitual Tardiness

1. Parents are responsible for accompanying their child(ren) and signing him/her in and for turning in written excuses for students arriving after ~~8:25 AM~~ ~~8:35AM~~ or leaving prior to 3:10 PM. Acceptable excuses for arriving late or leaving early include: illness/doctor's appointment; religious observance; family emergency.
2. Students having four unexcused "tardies" shall be counted as having one unexcused absence.

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Replaces existing policy #5114 in its entirety

Students

Suspension and Expulsion/Due Process

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

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

A. Definitions

1. **"Exclusion"** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **"In-School Suspension"** shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. **"Suspension"** shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

5. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to twelve (12) months.
6. "Emergency" shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. "Days" is defined as days when school is in session.
8. "School-sponsored activity" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.
10. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
11. "Firearm" means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. A "destructive device" is considered any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.
12. "Vehicle" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

Students

Suspension and Expulsion/Due Process

A. Definitions (continued)

13. **"Martial arts weapon"** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. A **"dangerous weapon"** is any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious injury. A **"deadly weapon"** is any instrument, article or substance specifically designed for and presently capable of causing death or serious injury.

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.

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

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

D. Suspension and Expulsion

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

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion (continued)

- a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
- b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
- c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
- d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
- e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
- f. Deliberate refusal to obey the directions or orders of a member of the school staff;
- g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
- h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
1. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- J. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
1. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion (continued)

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

Students

Suspension and Expulsion/Due Process

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for twelve (12) months if:

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

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

Students

Suspension and Expulsion/Due Process

F. Mandatory Expulsion (continued)

2. Such a student shall be expelled for twelve (12) months if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph C, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

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

If an emergency situation exists, the hearing outlined in paragraph 0(3) shall be held as soon as possible after the exclusion of the student.

Students

Suspension and Expulsion/Due Process

G. Suspension Procedure (continued)

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

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

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services.
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.
5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;
 1. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
- a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
 - h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

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

J. Students with Disabilities

A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

Students

Suspension and Expulsion/Due Process

J. Students with Disabilities (continued)

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.

Students

Suspension and Expulsion/Due Process

J. Students with Disabilities (continued)

3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.

Students

Suspension and Expulsion/Due Process

J. Students with Disabilities (continued)

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

K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.

Suspension and Expulsion/Due Process

L. Other Considerations (continued)

5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the local board of education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes
4-176e through 4-180a. Contested Cases. Notice. Record, as amended
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.
53a-3 Definitions.
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.
PA 94-221 An Act Concerning School Discipline and Safety.
GOALS 2000: Educate America Act, Pub. L. 103-227

Students*Regulation***Suspension and Expulsion/Due Process****Suspension**

When the Principal or designee has determined that there is cause for suspension of a student, the following procedures shall be observed:

1. The student shall be given a hearing before the Principal or designee, at which time the charges against the student will be stated and the student will be given an opportunity to respond to the charge. This hearing must be granted except when an emergency situation exists, in which case the hearing must be held as soon after the suspension as possible. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant.
2. The Principal or designee may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of the student.
3. The Principal or designee shall make every possible attempt to reach the parent or guardian of the student stating the charges against the student and the terms and conditions of the suspension.
4. Whether the telephone contact is made or not the Principal or designee shall forward a letter to the parent or guardian at the last known address according to school records (unless a newer address is determined) not later than twenty four hours of the suspension, and offering the parent or guardian the opportunity for a conference to discuss the suspension.
5. Notice of the suspension shall be transmitted by the Principal to the Superintendent of Schools by the close of the school day following the commencement of the suspension, but no later than twenty four hours of the commencement of the suspension.
6. Following a conference with the Principal or designee the parent or guardian may request the Superintendent to review the Principal's decision. Such review shall be completed and a written report issued to the student and parent or guardian, and to the Board of Education, within three (3) days of the receipt of such request. In examining the Principal's decision to suspend, the Superintendent shall obtain oral or written statements from the Principal or designee, the student, and the person(s) who witnessed and reported the incident(s) which resulted in the suspension. The Superintendent may call all concerned parties together for a conference, and take whatever other action is needed to determine the true facts of the matter.
7. If a student is eighteen or older, any notice required by Board policy and this regulation shall be given to the student.

Students

Suspension and Expulsion/Due Process (continued)

Suspension (continued)

8. Textbooks and homework are to be provided each student for the duration of the suspension period and the student shall be allowed to complete any classwork, including examinations, without penalty, which was missed during suspension.
9. The Superintendent shall report any unusually serious cases of student suspension to the Board of Education at the first meeting following such action.
10. Notice of a suspension for conduct endangering persons or property or seriously disruptive of the educational process and a description of the conduct leading to such suspension shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative record by the Board if the student graduates from high school, except if such notice of expulsion is based on possession of a firearm or deadly weapon.
11. Suspensions shall be in-school suspensions unless the administration (1) determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
12. The administration will use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.
13. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.

The foregoing procedure will be followed unless the student has had a total of ten (10) suspensions during the current school year, or has been suspended for a total of fifty (50) days during the current school year. If the student's proposed suspension would exceed either figure the suspension shall not take effect until so ordered by the Board of Education after a formal hearing such as that required for expulsion. If the Principal has reason to believe that the student's conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a Board policy, expulsion may be recommended.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion

The Board of Education or an impartial hearing board, as defined in C.G.S. 10-233d, may expel any student whose conduct on school grounds or at a school sponsored activity endangers persons or property or whose conduct is seriously disruptive of the educational process, or is violative of the publicized policies of the Board of Education. A student's conduct off school grounds may be considered for expulsion if such conduct is seriously disruptive of the educational process and violative of a publicized Board policy.

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

The procedures leading to expulsion are as follows:

1. Requests for expulsion are to be directed to the Board of Education through the Superintendent.
2. Upon receipt of an expulsion request the Superintendent will conduct an inquiry within two (2) school days.
3. If after the inquiry the Superintendent or designee determines that the student ought to be expelled, the Superintendent shall forward such request to the Board of Education within five days after receipt of the request to expel.
4. Except in an emergency situation requiring the student's immediate removal, the Board shall conduct a hearing to be governed by the following procedures:
 - A. The student and parent or legal guardian must be given notice at least five days prior to the date of the hearing.
 - B. The notice shall contain:

The date, time and place of the scheduled hearing.

The details of the grounds for the expulsion, including a narrative of the events leading to the expulsion, the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, and the proposed penalty.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

A statement of the student's rights.

A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who has been expelled for conduct endangering persons which involved (1) carrying a dangerous instrument or weapon including a martial arts weapon on, or introducing a dangerous instrument or weapon on to school property or at a school-sponsored activity or (2) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Section 21a-240(9) of the Connecticut General Statutes.

- C. At the hearing the student shall have the right to testify and produce witnesses and other evidence in his/her defense and shall have the right to demand that any witnesses against him/her appear in person to answer questions.

In exceptional circumstances the Board or the impartial hearing panel may refuse to allow a witness against the accused student to appear, when the Board or panel believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases a verbatim statement of the witness's testimony must be given to the student.

A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.

- D. A student may be represented by any third party of his/her choice, including an attorney.
- E. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language.
- F. The Board or impartial hearing panel shall keep verbatim record of the hearing and the student or his/her parent or legal guardian shall be entitled to a copy of that record at his/her own expense.
- G. The Board or impartial hearing panel shall report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based on evidence produced and derived at the hearing.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

- H. Except under unusual circumstances the parent or a minor student shall be notified of the Board action within twenty-four hours.
 - I. Whenever an emergency exists, the hearing provided for the above procedure shall be held as soon as possible after the expulsion.
5. Whenever the Board of Education or impartial hearing panel expels a student it shall offer an alternative education program to students under the age of sixteen. The parent or guardian of such student has the legal right to reject such a program without being subject to the truancy law. The Board of Education shall make provisions for an alternative educational opportunity to expelled students between the ages of sixteen and eighteen, conditional upon the desire of the student to continue his/her education and compliance with conditions established by the Board. A student age 16 or older may be placed in an adult education program as an alternative educational opportunity. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. However, the Board is not required to offer such alternative to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and it was determined at the expulsion hearing that the conduct for which the student was expelled involved carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity, a dangerous instrument or weapon including a martial arts weapon or offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section 21a-240(9) of the Connecticut General Statutes. Any special education student expelled for a misconduct not caused by the student's disability must be offered an alternative educational opportunity consistent with the student's needs during the period of expulsion.
 6. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and shall inform the agency of its action.
 7. Notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school, unless the expulsion notice is based on possession of a firearm or deadly weapon.
 8. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with the provisions of 5 and 6 above.

Students

Suspension and Expulsion/Due Process (continued)

Expulsion (continued)

9. Whenever a student against whom a expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall completed the expulsion hearing and render a decision.
10. The Superintendent shall recommend an expulsion hearing if there is reason to believe a student possessed a firearm or other dangerous instrument in or on real property, comprising any public school or at any school activity as defined in C.G.S. 10-233a or in conduct displayed off school grounds.
11. If a student is found to have possessed a firearm, dangerous instrument, dangerous weapon or martial arts weapon in or on the real property or a school or at any school function as defined in Section 10-233a, or on or off school property offered for sale of distribution a dangerous drug, he or she must be expelled for one calendar year. The expulsion period may be modified on a case by case basis by the Board of Education or hearing board.
12. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department or State Police if the student is enrolled in a regional vocational-technical school.
13. The Board will report annually to the Commission of Education, as prescribed, information pertaining to expulsions for weapons and/or dangerous instruments.
14. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education. Readmission decisions shall not be subject to appeal to Superior Court. The Board and/or Superintendent, as appropriate, may condition such readmission on specified criteria.
15. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.
16. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

Students

Suspension and Expulsion/Due Process (continued)

Prior Notice

The Superintendent shall provide for an effective means of informing all students and their parents or guardians of the Board's policy and this regulation at the beginning of each school year, or when the student enrolls or transfers during the school year.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act, as amended.

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.

53a-3 Firearm and deadly weapons

53a - 217b Possession of firearm and deadly weapons on school grounds.

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

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

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act
Sec. 314 (Local Control Over Violence)

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

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

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

Regulation approved:

EXPULSION HEARING CHECK LIST

Student Name _____ Parent/Guardian Name _____ Home Phone _____
 School _____ Id# _____ Grade _____ Parent Work Phone _____

- _____ 1) Obtain Student Discipline Incident Report and other relevant documentation
- _____ 2) Is the student a Special Education student? Was he/she ever in Special Education?
- _____ 3) Set up the file
- _____ 4) Call Hearing Officer or BOE Members to set a hearing date _____
- _____ 5) Get an attorney to represent the BOE (if BOE members conducting hearing) _____
- _____ 6) Get 4 Board members to participate in hearing (if not Hearing Officer) _____
- _____ 7) Get an attorney to represent Central Office Administration _____
- _____ 8) Notify the Town Clerk in writing and then e-mail notice to all Board of Education members Superintendent, and two Assistant Superintendents
- _____ 9) Line up witnesses (i.e. principal/assistant principal, security officer, police officer).
- _____ 10) Hand deliver & send via regular mail initial letter to parent/guardian (& copy to student) which includes copies of Board of Education Suspension/Expulsion Policy & Regulations and the student's disciplinary record. Deliver or mail copies of letter and all documentation to both attorneys.
- _____ 11) Prepare Proof of hand-delivery & mailing of documents to parent/guardian and have courier sign.
- _____ 12) Prepare Superintendent's recommendation
- _____ 13) Prepare sets of copies (five (5) if hearing officer / nine (9) if BOE members)

a) BOE Policy & Regulations	g) Student academic record
b) Student Handbook	h) Student attendance record
c) Letter/attachments to parent/guardian	i) Posted Meeting Notice
d) Proof of Delivery receipt	j) Arrest report if applicable
e) Incident Report	Other:
f) Student disciplinary record	

- _____ 14) Arrange for any evidence (weapon, etc.) to be brought to hearing and/or make copies of photo(s).
- _____ 15) Manifestation Letter (PPT) (if applicable)
- _____ 16) Prepare DRAFT of Minutes for hearing officer or Board Secretary
- _____ 17) Set up room (tape recorder, pads/pencils, coffee, etc.)
- _____ 18) Keep small conference room free for breakout meetings

AFTER HEARING:

- _____ 19) Obtain hearing minutes from Hearing Officer OR finalize Board Secretary's minutes
- _____ 20) Prepare outcome letter from Superintendent to parent/guardian outlining disposition
- _____ 21) If Board presided, prepare outcome letter from Board Chair to parent/guardian. If Hearing Officer presided, obtain copy of Hearing Officer's outcome letter to parent/guardian for file.
- _____ 22) If tutoring and/or counseling to be provided, prepare memo to Asst. Superintendent for Curriculum/Instruction requesting services to be arranged for student.

Expulsion Hearings - Order of Copies

If presided over by Hearing Officer make five (5) sets

If presided over by Board Members nine (9) sets

PHASE I

Initial letter to Parent(s), Proof of delivery of initial letter to Parent(s), and Posted Meeting Notice (stapled together in this order)

Policy and Regulations (Policy/Regs #5114)

Student Handbook (one original and 5 or 9 copies depending on who is presiding)

Incident Report (redacted)

Statements (redacted)

Photo of weapon/instrument (and actual weapon/instrument) (if applicable)

PHASE II

Discipline Records (current year first followed by previous years)

Attendance Records (current year first followed by previous years)

Transcript (Report Card) (current year first followed by previous years)

Students

Homeless Students

The Board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students within the district not placed in a shelter remain the district's responsibility to provide continued educational services. Such services for the child may be:

Continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent/guardian.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ELL, health services and food and nutrition programs.

The Superintendent of Schools shall refer identified homeless children under the age of eighteen who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors:

1. The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.
2. Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Students

Homeless Students (continued)

3. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent.
4. Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with federal and state regulations.
5. Official school records policies and regulations shall be waived at the discretion of the Superintendent, in compliance with federal statutes.
6. The district shall make a reasonable effort to locate immunization records from information available. The District's liaison shall assist the parent/guardian in obtaining the necessary immunizations and records. The District shall arrange for students to receive immunizations through health agencies and at District expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of Board of Education policy on immunizations.
7. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

The District's educational liaison for homeless children is the Director of Special Services.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

1. Continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
2. Pay tuition to the district in which the temporary shelter is located.

The Superintendent shall develop administrative regulations, to ensure compliance with applicable statutes in the implementation of this policy.

(cf. 5143 Student Health Assessments and Immunizations)
(cf. 5146 Child Abuse and Neglect)

Students

Homeless Students

Legal Reference: Connecticut General Statutes

10-253(d) School privileges for children residing permanently with relatives or non-relatives.

10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.

17a-102 Report of danger of abuse.

17a-103 Reports by others.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b-120 Definitions.

McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032)

Students

Homeless Students - Guidelines

In order to implement the policy pertaining to homelessness, the following guidelines are established:

Definitions:

Homeless students are federally defined as "individuals who lack a fixed, regular, and adequate nighttime residence." This definition includes the following types of students who are:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of adequate alternative accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Awaiting foster care placement;
6. Residing at nighttime in a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings; and
8. Migratory children living in the above described circumstances.

District Obligations Regarding Placement of Homeless Students:

1. The District must continue the student's education in the "school of origin" which is the school the child attended when permanently housed or the school of last enrollment, or
2. The District must enroll the homeless student in any public school that non-homeless students, regardless of the area where the child is actually living, are eligible to attend.
3. The District is required, "to the extent feasible" to keep the homeless child in the school of origin unless it is against the wishes of the parent/guardian.
4. The homeless child's right to attend the school of origin extends for the duration of homelessness.

Students

District Obligations Regarding Placement of Homeless Students (continued)

5. If a child becomes permanently housed during the academic year, he/she is entitled to stay in the school of origin until the end of the school year.
6. A child who becomes homeless in between academic years is entitled to attend his/her school of origin in the following academic year.
7. The District must provide written explanation, including the right to appeal, whenever the school district sends the homeless child to a school other than the school of origin or the school requested by the parent/guardian.
8. With an "unaccompanied youth," the District's homeless liaison must assist in the placement/enrollment decisions while considering the youth's wishes, and provide notice of appeal under the Act's enrollment dispute provision. (See below.)
9. Identified homeless children who may reside in the District, and who are under eighteen years of age and not emancipated, shall be referred to the Connecticut Department of Children and Families.

Appeal Procedure

1. C.G.S. 10-186 currently defines the process for resolving issues involving homeless students.
2. Federal law requires school districts to allow homeless students to "stay put." The child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.
3. The District's homeless liaison shall carry out the dispute resolution process expeditiously and in the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

Educational Services to be Provided to Homeless Students

1. Educational services are to be comparable to those received by other student in the school.
2. Such students may be entitled to such services as Title 1, state/local remedial programs, special education, limited English proficiency, vocational education, gifted/talented and school nutrition programs.

Students

Educational Services to be Provided to Homeless Students (continued)

3. Homelessness alone is not to be considered a sufficient reason to separate students from the mainstream school environment.
4. Homeless students may be segregated for short periods of time only for health and safety emergencies to provide temporary, special, or supplemental services.

Transportation Obligations of the School District for Homeless Students

1. Services must be comparable to those provided other students in the selected school.
2. Homeless students must be provided transportation to the school of origin, if requested by the parent/guardian, if the school is within the school district.
3. If the school of origin is in a different school district from where the child is currently living, both districts are to agree on a method for sharing the responsibility and costs or share the costs equally.

Enrollment Requests from Homeless Parents

1. The selected school is required to immediately enroll the child, even in the absence of records normally required for enrollment. Parents/guardians may be required to submit contact information.
2. The last school attended must be contacted to obtain records.
3. If the child lacks immunizations or immunization/medical records, the enrolling school MUST refer the parent/guardian to the liaison in order to get help obtaining immunizations and records.

District Liaison for Homeless Students

The District's liaison for homeless students is the Director of Special Services.

The duties of the local liaison are to ensure that:

1. Homeless children and youth are identified by school personnel and through coordination with other agencies and entities.
2. Homeless children enroll in and have a full and equal opportunity to succeed in the school district's schools.

Students

District Liaison for Homeless Students (continued)

3. Homeless families and children have access to educational services and referrals to health care services, dental services, mental health services, and other appropriate services for which they are eligible.
4. Parents/guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated where such children require services. (For example, family shelters, soup kitchens, and schools.)
6. Enrollment disputes are mediated.

Parent/guardian is fully informed of all transportation services, including to the school of origin, and assisted in accessing those services.

Unaccompanied youth are assisted in placement/enrollment decisions, including considering the wishes in those decisions, and providing notice to the youth of the right to appeal such decisions.

Children, who do not have immunizations, or immunization or medical records, are assisted in obtaining the necessary immunizations, or immunization or medical records.

Legal Reference: **Connecticut General Statutes**
10-253(e) School privileges for children in certain placements non-
resident children and children in temporary shelters
17a-101 Protection of children from abuse. Reports required of
certain professional persons. When child may be removed from
surrounding without court order
7a-102 Report of danger of abuse.
17a-103 Reports by others.
17a-106 Cooperation in relation to revention, identification and
treatment of child abuse and neglect.
46b-120 Definition
McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032 42
U.S.C.§11431-11435

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Examination/Grading/Rating

Through instructional performance objectives, the district shall establish student standards which promote educational achievement and excellence.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student and the student's parents/legal guardian of his/her progress, and to provide a basis for bringing about change in student performance.

Students in grades three, four, five and six inclusive shall take **mandated Connecticut assessment testing** ~~Connecticut Statewide Mastery Tests~~ provided by and administered under the supervision of the State Board of Education. Students in grade five shall take a state-wide mastery test in science provided by and administered under the supervision of the State Board of Education.. Satisfactory achievement on the **assessment** ~~Mastery~~ tests shall be only one criterion for promotion or graduation.

(cf. 6141 -Curriculum Design/Development)

(cf. 6154 - Graduation Requirements)

(cf. 6156 - Statewide Proficiency/Mastery Examinations)

(cf. 6180 - Evaluation of the Instructional Program)

Legal Reference:

Connecticut General Statutes

~~10-14m Development and submission of educational evaluation and remedial contents of plan.~~

10-14n Ninth grade statewide proficiency exam.

~~10-140 Compensatory education grant. Financial statement of expenditures.~~

10-14p Reports by local and regional Boards re: Instructional improvement and student progress.

10-14q Exceptions. (Students to whom provisions do not apply).

10-221a High school graduation requirements.

Students

Promotion/Acceleration/Retention

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on the statewide mandated Connecticut state assessment testing and on other standardized tests, meeting the statewide reading standards in the primary grades, maturity, academic potential and student aptitude. A student shall not be promoted based upon age or any other social reason not related to academic performance. The district shall provide alternatives to promotion such as, but not limited to transitional programs and may require students whose academic performance jeopardizes their promotion or graduation to attend after-school, summer school or other programs the district offers that are designed to help them. The administration shall determine remedial assistance for a student who is not promoted.

(cf. 5124 - Reporting to Parents)

(cf. 6146 - Graduation Requirements) (cf. 6146.1 -Grading System)

Legal Reference: Connecticut General Statutes
PA 99-288 An Act Concerning Education Accountability
10-221(b) Boards of Education to prescribe rules.
10-265g Summer reading programs required for priority school districts.
Evaluation of student reading level. Personal reading plans (as amended by PA 01-173 and PA 06-135).
10-265l Requirements for additional instruction for poor performing Students in priority school districts; exemption. Summer school required; Exemption (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Reporting to Parents

The Board of Education believes that good communication between parent and teacher is important in the educational process.

With this in mind, the Board of Education believes that the communication between parent and teacher should be as varied and frequent as reasonably necessary to provide essential information about each student's progress and needs. All forms and methods of communications, such as parent-teacher conferences, mail, telephone, **email** and school visitation by parents may be utilized by parents and teachers.

Written progress reports should reflect the educational growth of the student in relationship to the student's ability, attitudes, interests, conduct or citizenship, and achievement and should be in the form and frequency prescribed by the administration in collaboration with the teaching faculty.

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records.
46b-56 Access to records of minor children by non-custodial parent.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Conduct and Discipline

~~The vision and mission of the Woodbridge School District of "inspiring children to become responsible citizens" is the basis of a Code of Student Conduct.~~

In our school, teaching self-discipline is an important part of the curriculum. We believe that all students wish to participate fully in all school activities in a safe and respectful environment. We understand that to do so requires an appreciation and understanding of rules and guidelines.

We believe all adults should try to model for children what it means to be excited about learning, what it means to have the time to stop and listen and what it means to be kind, considerate and respectful. We encourage a learning process that examines and develops rules and guidelines. We hope students will understand and appreciate that self-discipline and order help create a successful academic and social environment. We want students to value and follow the rules because they have faith in themselves and the adults who have faith in them.

With the following guidelines, polices and laws, parents and the school work to help children grow into productive members of society.

The Code of Conduct seeks to provide students and parents with a guideline of expectations regarding student behavior and conduct. This common set of standards is supported by the Woodbridge School District ~~Strategic Plan establishing a Character Education Program~~ **through the implementation of Responsive Classroom philosophy.**

The foundation of good citizenship and commitment of the Woodbridge School District to encourage all to teach and model the basic principles of Integrity, Compassion, Action, Responsibility and Excellence is a manifestation of district beliefs related to the establishment of a truly effective learning community.

Areas of Responsibility

1. Board of Education

The Board directs the personnel to be responsible for the proper conduct and control of students while legally under the supervision and jurisdiction of the school.

2. Principal

The Principal will implement necessary procedures, rules and regulations to render effective the policies of the Board of Education relating to standards of student behavior. The Principal shall involve representatives of school personnel, students, parents, and citizens of the community in developing and/or revising these procedures, rules and regulations. On an annual basis, parents shall be advised by the Principal of the standards for student behavior, in all areas in regard to student relationships, bus policy, behavior on school grounds and in the building, and appropriate dress.

Students

Conduct and Discipline

3. Teachers

Teachers shall be responsible for the instruction of student about the rules and regulations of proper conduct, as well as be responsible for proper and adequate control of students. The responsibility and authority of any teacher extends to all students of the school district under the assigned supervision of the teacher and to other students so situated with respect to the teacher as to be subject to the teacher's control.

4. Parents

Parents shall be expected to cooperate with school authorities regarding the behavior of their children. Parents shall be held responsible for the willful misbehavior of their children.

5. Student Behavior

~~Students, teachers, and administrators have the right to expect mutual courtesy, and fair and equitable treatment and to be informed of their rights and responsibilities. The goals of the school system are to assist students in developing the ability for self-direction and self-discipline and to provide opportunities for decision-making.~~

~~However, in the pursuit of these goals, those students who infringe on the rights of others, or who violate school policies and regulations, will be subject to corrective action. In all cases the constitutional rights of students shall be preserved and protected.~~

~~The conduct of students in school has an important effect on school achievement. While ultimate responsibility for student behavior rests with the parents and the students themselves, the school has an obligation to provide leadership in this respect and to insure that appropriate standards are maintained when students are under school supervision.~~

~~Specific rules and regulations and the procedures for enforcement shall be established by the Principal in consultation with the faculty and may be subject to the review of the Board of Education. The administration of the school shall inform parents in writing of these expectations and rules.~~

Students, teachers, teacher assistants and administrators have the right to expect mutual courtesy in school, as well as fair and equitable treatment, and to be informed of their rights and responsibilities. The goals of the school district are to assist students in developing the ability for self-direction and self-discipline, and to provide opportunities for decision-making. In the pursuit of these school goals, student who infringe on the rights of others or who violate school policies and regulations will be subject to corrective action. The conduct of students in school has an important effect on school achievement. While ultimate responsibility for student behavior rests with parents and the students themselves, the school provides leadership and ensures that appropriate standards are maintained when students are under school supervision.

Parents should discuss the expected behaviors with their children and emphasize the important of maintaining a quiet and orderly atmosphere throughout the school, the hallways in the cafeteria on the playgrounds and on the school buses.

Legal Reference: Connecticut General Statutes
4-177-4-180 Contested cases. Notice, record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session) and PA 10-111.
10-233f In-school suspension of students.
Packer v. Board of Ed. Town of Thomaston, 246 Conn.89 (1998).
Public Act 98-139
Honig v Doe, (United States Supreme Court 1988).
Individuals with Disabilities Act, 20 U.S.C. 1400 et seq. as amended by the Individuals with Disabilities Education Act Amendments of 1997
(P.L. 105-17). Section 504 - Rehabilitation Act of 1973, 29 U.S.C. §794(a).
20 U.S.C. Section 7114 No Child Left Behind Act
P.L. 108-446 Individuals with Disabilities Education Improvement Act of 2004.
State v Hardy, 896 A. 2d 755, 278 Conn. 113 (2206).

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Conduct- Notification of Behavior Code

The Board of Education shall, at the time of registration of the first semester or quarter of the regular school term, notify the parent or guardian of minor students registered in the district of the availability of rules of the district pertaining to student discipline.

The Principal of each school shall take steps to insure that all rules pertaining to the discipline of students are communicated to continuing students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

(cf. 5114 - Suspension/Expulsion)

(cf. 5144- Discipline/Punishment)

Legal Reference: Connecticut General Statutes

52-572 Parental liability for torts of minors. Damage defined.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Vandalism by Minors

The parent or guardian of any minor and/or unemancipated child who willfully cuts, defaces or otherwise injures in any way any property, real or personal, belonging to the school district shall be held liable for all such damages up to the maximum amount allowed under state law.

The liability provided under Connecticut General Statutes 52-572 does not relieve the minor(s) of personal liability for such damage or injury. This liability of the parent for damages done by a minor child is in addition to any other liability which exists in law.

The parent or guardian of a minor child shall also be held liable for all property belonging to the school system lent to the pupil and not returned upon demand of the school system. The student may also be liable to disciplinary action.

~~Vandalism by an Adult Student~~

~~Any adult student shall be held personally liable for any damage done to any property, real or personal, belonging to the school district. The student may also be subject to disciplinary action.~~

(cf. 6161.2 - Guidelines Pertaining to Overdue, Damaged or Lost Instructional Materials)

Legal Reference: **Connecticut General Statutes**
10-221© Board of Education to prescribe rules (re: sanctions to be imposed by a Board against pupils who damage or fail to return textbooks, library materials or other educational materials).
52-572 Parental liability for torts of minors. Damage definitions.

Students

Drugs, Alcohol, and Tobacco

Drugs and Alcohol

The Board of Education prohibits student possession, use, and/or distribution of any drugs, alcohol or drug paraphernalia or being under the influence of any drug or alcohol. Any student found to be violating this student conduct policy will be dealt with in accordance with the regulations set by the school system. The consequences of such violations may result in the expulsion from school and/or criminal prosecution.

Recognizing the potential of each student and that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, it is the policy of the Beecher School to take positive actions to prevent drug and alcohol abuse. These actions will be through education, early intervention, parental involvement, medical and/or assessment referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior-affecting substances. These substances shall include but not be limited to marijuana, LSD, inhalants (which have behavior affecting ingredients), alcohol, and barbiturates.

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

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind as the result of a team decision. Personal privacy rights of students shall be protected as provided by law.

Tobacco

Smoking is prohibited by law in the school building and grounds while classes are in session or student activities are occurring. Disciplinary actions will be in accordance with regulations provided by the administration.

Legal Reference: **Connecticut General Statues**
1-21b Smoking prohibited in certain places
10-19 teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.
10-220b Policy statement on drugs.
10-221(d) Board of Education to prescribe rules policies and procedures re sale or possession of alcohol or controlled drugs.
21a-240 Definitions of dependency producing drugs.

Students

Drugs, Alcohol, and Tobacco

Legal Reference: Connecticut General Statutes (Continued)

21a-240(8) Definitions “controlled Drugs”, dependency producing drugs.

21a-240(9) Definitions “controlled substance”.

21a-243 Regulation re schedules of controlled substances.

53-198 Smoking in motor buses, railroad cars and school buses.

Federal Regulation 34 CFR Part *5 Drug-free schools and Communities Act

20 U.S.C. Section 7181 et. Seq., No Child Left Behind Act

New Jersey v T.L.O. 469 U.S. 325 (1985)

Veronia School District 47J v. Acton, 515 U.S. 646 (1995) Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls 01-3332 U.S. (2002)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Electronic Devices

The Board adopts this policy in order to maintain/promote an educational environment that is safe and secure for district students and employees. The Board establishes that the acceptable use of electronic devices is to support instruction and as a means of communication under approved circumstances.

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, filtered or unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, walkmans, CD players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital Assistants (PDAs), cellular or mobile telephones, BlackBerries, and laptop computers, as well as any new technology developed with similar capabilities.

The Board prohibits/limits the use of these and other electronic devices by students during the school day in District buildings; on District property; on District buses and vehicles; during the time students are under the supervision of the District (and in locker rooms, bathrooms, health suites and other changing areas at any time.)

The Board prohibits possession of laser pointers and attachments and telephone paging devices/beepers by students in District buildings; on District property; on District buses and vehicles; and at school-sponsored activities. **The Board may limit other electronic devices as appropriate.** The District shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and e-mailing. Such violations may constitute a crime under state and/or federal law. Therefore, the district may report such conduct to state and/or federal law enforcement agencies.

Such prohibited activity shall also apply to student conduct that occurs off school property if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. The conduct has a direct nexus to attendance at school or a school sponsored-activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.

Students

Electronic Devices (continued)

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy. The Superintendent or designee shall develop administrative regulations to implement this policy.

Violations of this policy by a student shall result in disciplinary action and may/shall result in confiscation of the electronic device. The confiscated item shall not be returned until a conference has been held with a parent/guardian.

Exceptions

The building administrator may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An individualized education program (IEP).
3. Classroom or instructional-related activities.
4. Other reasons determined appropriate by the building Principal.

The building administrator may grant approval for possession and use of a telephone paging device/beeper by a student for the following reasons:

1. Student is a member of a volunteer fire company, ambulance or rescue squad.
2. Student has a need due to the medical condition of an immediate family member.
3. Other reasons determined appropriate by the building Principal.

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

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

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

(cf. 5131.911-Bullying)

(cf. 5131.913-Cyberbullying)

(cf. 5144-Discipline/Punishment)

(cf. 5145.5-Sexual Harassment)

(cf. 5145.51-Peer Sexual Harassment)

Students

Electronic Devices

Legal Reference:

Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Conduct- Aggressive Behavior

The Board recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the District are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action being taken by the District.

Students exhibiting violent, or aggressive behavior, or warning signs of future violent, or aggressive behavior shall receive appropriate intervention to change behavior, before a crisis occurs, and shall be subject to disciplinary action when appropriate.

The following behaviors are defined as violent and aggressive:

1. **Possession** - threat with or use of a weapon.
2. **Physical assault**- the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or hann.
3. **Verbal abuse** - includes, but is not limited to, swearing, screaming, obscene gestures or threats directed, either orally (including by telephone) or in writing, at an individual, his or her family or a group.
4. **Intimidation** - an act intended to frighten or coerce someone into submission or obedience.
5. **Extortion** - the use of verbal or physical coercion in order to obtain financial or material gain from others.
6. **Bullying** - any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, school bus or a school sponsored activity when such acts are repeated against the same student over time.
7. **Sexual Harassment**- as described in the district's sexual harassment policy.
8. **Stalking** - the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
9. **Defiance**- a serious act or instance of defying or opposing legitimate authority.

Students

Conduct-Aggressive Behavior (continued)

10. Discriminatory Slurs - insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background or disability.
11. Vandalism - damaging or defacing property owned by or in the rightful possession of another.
12. Terrorism - a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the Building Principal and the Superintendent. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

(cf. 5114- Suspension and Expulsion/due Process)

(cf. 5131 -Conduct)

(cf. 5131.92 - Bullying)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.5- Sexual Harassment)

(cf. 6114.7- Safe Schools)

(cf. 6121.1- Equal Educational Opportunity)

Legal Reference: **Connecticut General Statutes**
 10-22d; 10-233a through 10-233f
 PA 02-199, 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)
 PA 11-232 Act Concerning the Strengthening of School Bullying Laws

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Dress and Grooming

The Board of Education encourages students to dress in clean clothing appropriate to the school situation. Restrictions on freedom of student dress may be applied whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student;
2. Disruptive of school operations and the education process in general; and
3. Contrary to law.

No restrictions on freedom of dress and adornment will be imposed which:

1. Reflect discrimination as to civil rights.
2. Enforce particular codes of morality or religious tenets.
3. Attempt to dictate or adjudicate style or taste.
4. Do not fall within the direct or implied powers of the Board of Education.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents.

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, ongoing monitoring of health problems and to provide emergency interventions.

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.
5. a school medical advisor.
6. a legally qualified practitioner of medicine, and advanced practice registered nurse, or a physician assistant stationed at any military base.

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 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.

Health assessments shall also be required in grades 6 or 7 and in 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 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 and the local health department, 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;
6. Chronic health assessments.

Students

Student Health Services

Regular Health Assessments (continued)

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 Nursing Supervisor is designated 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 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, will be screened using a Snellen chart, or equivalent screening, by the school nurse. 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 Nurse 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.

Students

Student Health Services (continued)

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3 and grade 5. 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 Nurse 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 and 6 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 Nurse 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 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 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 (continued)

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 forms 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 Form. 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)

Legal Reference: Connecticut General Statutes

- 10-203 Sanitation.
- 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 and PA 11-179.
- 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)

Students

Student Health Services

- Legal Reference: Connecticut General Statutes (continued)
- 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:

WOODBIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing regulation adopted 10/16/06.

Students

Tuberculosis Testing Administrative Regulations

Tuberculosis – State Requirements for Screening and Testing

The Connecticut General Statutes Sections 10-206 (b) and (c) mandate that each student have a health assessment at three time periods during his/her primary and secondary school education: just before school entry, during grade 6 or 7, and during grade 10 or 11. The Statute states that: “this assessment shall include a test for tuberculosis when the local or regional Board of Education determines, after consultation with the school medical adviser and local health department, that such a test is necessary.” The attached questionnaire should be used to assess if a student is considered high risk.

All health care providers conducting assessment for exposure to tuberculosis will be encouraged to use the “Risk Assessment Questionnaire for Tuberculosis Exposure” developed by the Department of Public Health and accompanying these regulations.

The Intradermal injection test (Mantoux test) should be used for all students assessed to be at high risk for exposure to tuberculosis. Multi-puncture tests should not be used since the amount and potency of antigen varies and testing techniques are not standardized, compromising both sensitivity and specificity.

The result of the risk assessment and testing, when done, should be recorded on the state health assessment record (HAR-3) or directly in the student’s school health record (CHR).

Students who test positive must have an appropriate management plan developed by their primary care provider or, in the absence of one, the Winchester Chest Clinic at Yale-New Haven Hospital which offers free evaluation and treatment for anyone with TB without the means to pay for care. The plan must be submitted to the school within 60 days of school entry in order for the student to be retained in school. The plan should include, but not be limited to, anticipated duration of therapy and date when completed. Proper reporting of tuberculosis infection or disease should also be made to the state and local health departments as required by law.

Routine tuberculin testing of all students at school entry or for any of the required examinations is not recommended. The current low rates of transmission of tuberculosis in all parts of Connecticut do not justify it.

At each mandated health assessment, students not already known to have a positive test should be tested if they have any of the following risk factors for tuberculosis Infection.

- Any student born in a high risk country of the world (all countries in Africa, Asia, Including former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti), and do not have a record of a tuberculin skin test preformed in the U.S. A history of BCG vaccination is not a contraindication to testing nor should it be considered in interpretation of the skin test result.

Students

Tuberculosis Testing Administrative Regulations

Tuberculosis – State Requirements for Screening and Testing

- If the student has traveled to a high-risk country, stayed at least a week with substantial contact with the indigenous population since the previously required examination.
- If the student has had an extensive contact with persons who have recently come to the U.S. since the previously required examination.
- If the student had contact with person(s) suspected to have tuberculosis.
- If the student had contact with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has HIV Infection.

Reference

“Tuberculosis Control Screening Guidelines for Connecticut Schools”, dated May 2005 from the Department of Public Health, State of Connecticut.

Policy adopted:

WOODBIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Risk Assessment Questionnaire for Tuberculosis Exposure

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.

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 ≥ 1 week and interacted with the local people, including local friends or local families, then a TST should be placed.

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.

Does your child have close contact with someone with a positive TST or IGRA?

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

- 1. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test?**
If yes, then a TST should be placed.
- 2. Does your child have a household member who was born outside in the US?**
If yes, from what country? If country is one of the countries included in question 1, then TST should be placed.
- 3. Does your child have a household member who has traveled outside the US?**
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.

Students

Reporting of Child Abuse and Neglect

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person 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 District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm, is required to report such abuse and/or neglect or risk.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, or is placed in imminent danger of serious harm to report such cases in accordance with the law, Board policy and administrative regulations.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee.

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

Students

Reporting of Child Abuse and Neglect (continued)

If the report of abuse or neglect involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

(This paragraph is optional) It is mandated that policy and procedure development include three major components: Education, Intervention and Evaluation. The Education component requires that school personnel be provided with ongoing education (staff development) related to the recognition and reporting of suspected child abuse and neglect. Intervention requires that "at risk" students be identified and that suspected child abuse and neglect be reported. Evaluation is essential in order to determine whether policy and procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs, community resources and law. Such evaluation should take place annually, or more frequently as needed.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law.

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

Students

Reporting of Child Abuse and Neglect (continued)

Legal Reference: Connecticut General Statutes (continued)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242 and PA 11-93)

17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106 and PA 11-93)

17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

46a-1b Reports of suspected abuse or neglect required of certain persons. Report by others. Immunity. Fine.

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

Policy adopted:

Students

Indicators of Abuse/Neglect

Indicators of Physical Abuse

Historical

1. Delay in seeking appropriate care after injury
2. No witnesses
3. Inconsistent or changing descriptions of accident by child and/or parent
4. Child's developmental level inconsistent with history
5. History of prior "accidents"
6. Absence of parental concern
7. Child handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent
8. Unexplained school absenteeism
9. History of precipitating crisis

Physical

1. Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso
2. Clusters of skin lesions; regular patterns consistent with an implement
shape of lesions inconsistent with accidental bruise
3. Bruises/welts in various stages of healing
4. Burns; pattern consistent with an implement on soles, palms, back, buttocks and genitalia;
symmetrical and/or sharply demarcated edges
5. Fractures/dislocations inconsistent with history
6. Laceration of mouth, lips, gums or eyes
7. Bald patches on scalp
8. Abdominal swelling or vomiting
9. Adult-size human bite mark(s)
10. Fading cutaneous lesions noted after weekends or absences
11. Rope marks

Behavioral

1. Wary of physical contact with adults
2. Affection inappropriate for age
3. Extremes in behavior, aggressiveness/withdrawal
4. Expresses fear of parents
5. Reports injury by parent
6. Reluctance to go home
7. Feels responsible (punishment "deserved")
8. Poor self-esteem
9. Clothing covers arms and legs even in hot weather

Students

Indicators of Abuse/Neglect

Indicators of Sexual Abuse

Historical

1. Vague somatic complaints
2. Excessive school absence
3. Inadequate supervision at home
4. History of urinary tract infection or vaginitis
5. Complaint of pain; genital, anal or lower back/abdominal
6. Complain of genital itching
7. Any disclosure of sexual activity, even if contradictory

Physical

1. Discomfort in walking, sitting
2. Evidence of trauma or lesions in and around mouth
3. Vaginal discharge/vaginitis
4. Vaginal or rectal bleeding
5. Bruises, swelling or lacerations around genitalia, inner thighs
6. Dysuria
7. Vulvitis
8. Any other signs or symptoms of sexually transmitted disease
9. Pregnancy

Behavioral

1. Low self-esteem
2. Change in eating patterns
3. Unusual new fears
4. Regressive behaviors
5. Personality changes (hostile/aggressive or extreme compliance)
6. Depression
7. Decline in school achievement
8. Social withdrawal; poor peer relationships
9. Indicates sophisticated or unusual sexual knowledge for age
10. Seductive behavior, promiscuity or prostitution
11. Substance abuse
12. Suicide ideation or attempt
13. Runaway

Students

Indicators of Abuse/Neglect

Indicators of Emotional Abuse

Historical

1. Parent ignores/isolates/belittles/rejects/scapegoats child
2. Parent's expectations inappropriate to child's development
3. Prior episode(s) of physical abuse
4. Parent perceives child as "different"

Physical

1. (Frequently none)
2. Failure to thrive
3. Speech disorder
4. Lag in physical development
5. Signs/symptoms of physical abuse

Behavioral

1. Poor self-esteem
2. Regressive behavior (sucking, rocking, enuresis)
3. Sleep disorders
4. Adult behaviors (parenting siblings)
5. Antisocial behaviors
6. Emotional or cognitive developmental delay
7. Extremes in behavior- overly aggressive/compliant
8. Depression
9. Suicide ideation/attempt

Historical

1. High rate of school absenteeism
2. Frequent visits to school nurse with nonspecific complaints
3. Inadequate supervision, especially for long periods and for dangerous activities
4. Child frequently unattended; locked out of house
5. Parental inattention to recommended medical care
6. No food intake for 24 hours
7. Home substandard (no windows, doors, heat); dirty, infested, obvious hazards
8. Family member addicted to drugs/alcohol

Students

Indicators of Abuse/Neglect

Indicators of Neglect

Physical

1. Hunger, dehydration
2. Poor personal hygiene, unkempt, dirty
3. Dental caries/poor oral hygiene
4. Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day
5. Constant fatigue or listlessness
6. Unattended physical or health care needs
7. Infestations
8. Multiple skin lesions/sores from infection

Behavioral

1. Comes to school early, leaves late
2. Frequent sleeping in class
3. Begging for/stealing food
4. Adult behavior/maturity (parenting siblings)
5. Delinquent behaviors
6. Drug/alcohol use/abuse

Students

5141.5

Suicide Prevention and Intervention

The Board recognizes that suicide is a complex issue and that, while the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling but must refer the youth to an appropriate place for such assessment and counseling. Because one function of a school is to provide an environment which will foster positive youth development the Woodbridge Board of Education wishes to take a proactive stance in preventing the problem of youth suicide.

Components of this effort at suicide prevention will include the periodic in-service training of all professional staff, appropriate curricular offerings aimed at positive mental health, promoting a school climate conducive to positive mental health, and appropriate intervention and referral of potentially suicidal youth.

Any school employee who has knowledge of a student "at risk" for suicide will notify the building principal, in writing, the Director of Pupil Personnel and/or the school nurse. The individual notified will follow the designated steps as specified in the administrative regulations for this policy which, in most circumstances, will include notifying the child's parent(s).

**Legal Reference: Connecticut General Statutes
10-22(e) Boards of Education to prescribe rules**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Suicide Prevention and Intervention

Given the serious nature of suicide among young people, it has become important for schools to develop a set of procedures to respond to students who may be at risk for suicide. The mental health field has identified the prediction of suicide as a difficult clinical task. The school has a clear responsibility to respond immediately and aggressively to a student who has attempted or is contemplating suicide. If there is to be any error in predicting students at risk of suicide it is important to err on the side of caution. The following regulations are to be used as specific steps in suicide prevention.

Definitions

1. "Low-Level Risk" - The following student behaviors are indicators of a student with low level risk:
 - a. Has a vague plan or no plan of how to do it with low access to a possible method.
 - b. Expresses feelings of hopelessness or helplessness.
 - c. Is able to describe how things could change in order to be better.

2. "At-Risk"- The following student behaviors are indicators that a student may be "at-risk" for suicide.
 - a. Dropping out of activities accompanied by increasing isolation and withdrawal.
 - b. Radical personality or behavior change.
 - c. Preoccupation with death or morbid thoughts.
 - d. Talk of suicide without specific reference to self or a specific plan.
 - e. Making final arrangements; giving things away, putting one's life in order.
 - f. Strong statements of hopelessness.
 - g. Sudden changes in appearance so as to appear neglected or extremely unkempt.
 - h. An extreme pattern of risk taking or accidents.

3. "Imminent Danger" - The following student behaviors are indicators that a student is in imminent danger of attempting suicide. They are listed in a hierarchy of severity from least to most severe.
 - a. Discussion of suicide plans with another student or an adult.
 - b. Threat of suicide made to an adult.
 - c. Suicide threat with a clear plan of how the suicide will be accomplished.
 - d. Student reports that they have attempted suicide in the recent past.
 - e. Student makes an overt attempt at suicide at school
 - f. A pattern of suicide attempts. It is important to understand that with each unsuccessful attempt at suicide the risk of a successful suicide increases.

Students

Suicide Prevention and Intervention (continued)

Procedures

1. Any staff member or parent who becomes aware of a student who is either a "low level risk", "at-risk" or in "imminent danger" of suicide should immediately notify the building Principal, Director of Pupil Personnel, and/or the nurse.
2. The Director of Pupil Personnel or the psychologist interviews the student, obtains background and assesses the potential risk.
3. If the student is assessed to be "low level risk" or "at-risk":
 - a. The parents are contacted and the risk factors are explained to them.
 - b. Referral is made to the Child Study Team where a plan of support, monitoring, and if appropriate, counseling is created.
 - c. Staff members who have direct contact with the student are informed of the risks and the appropriate measures to support the student.
 - d. If appropriate, a referral to an appropriate agency or individual is made.
 - e. The case manager from the CST monitors the progress of the student and reports back to the CST periodically.
4. If the student is assessed to be in "imminent danger":
 - a. Ensure that the student is not left alone.
 - b. Immediately attempt to make contact with the parents and ask them to come to school.
 - c. The student is not to be dismissed or sent home via the school bus.
5. If the parents come to the school they will meet with the Director of Pupil Personnel and/or the Principal who will:
 - a. Apprise the parent of the situation.
 - b. Provide the parent with a list of referral resources and offer recommendations.
 - c. Plan follow-up activities.
 - d. Document the meeting and follow-up activities.
6. If the parent is unable to come to the school:
 - a. Recommendations will be provided to the parents over the phone.
 - b. A school staff member will transport the student to the treatment resource of the parent's choosing. The parent needs to be informed that they must come to the treatment facility to initiate treatment.
 - c. Plan follow-up activities.
 - d. Document the course of events.

Students

Suicide Prevention and Intervention

Procedures (continued)

7. If the parent does not agree with the school's assessment that the student is in "imminent danger" and refuses to take action:
 - a. The Principal and Director of Pupil Personnel will confer to designate an immediate plan, ensuring that the student is not left alone or placed on the school bus.
 - b. The parent will again be contacted and notified that the Department of Children and Youth Services (DCF) will be contacted if the parent remains uncooperative and that the child will be transported to an appropriate hospital emergency room.
 - c. DCF will be contacted and asked for their cooperation and concurrence that the child should be transported to an emergency room.
 - d. A school staff member will transport the student to the designated emergency room.
 - e. Document the course of events.

8. When the student returns to school the CST will convene to discuss the following steps:
 - a. Ongoing contact with outside professionals involved in the treatment of the student.
 - b. Program modifications or referral to special education.
 - c. Support services in school such as counseling, as such services are available.
 - d. Ensure that staff who need to know are aware of the risk factors for the student and appropriate measures to deal with the student's needs.

9. Training will be available for all professional staff including crisis management, suicidal risk factors, and procedures as outlined in these regulations.

**Legal Reference: Connecticut General Statutes
10-221(e) Boards of Education to prescribe rules**

Completed Suicide of Sudden Death of a Student

Day of Suicide/Death

Staff Actions:

The staff person who receives the information will immediately notify the school Principal who will verify the information.

Administration Actions:

1. Notification of School Personnel

a. Out of School Hours Death

1. Upon verification, the Principal will notify the Superintendent, The Director of Pupil Personnel and other appropriate administrators.
2. The Principal will consult with the administrative staff and together they will contact other staff as appropriate.

b. In-School Hours Death

1. Follow administrative and staff actions as above
2. Convene emergency meeting of Crisis Intervention Team
The team will meet immediately to develop a plan and delegate responsibilities.
This should include:
 - a. Prepare a written statement of the facts
 - b. Plan for contact with friends of student
 - c. Plan who will be available for small group support
 - d. Plan to support teachers who are uncomfortable telling students
 - e. Plan to deal with media
 - f. Decide whether to involve outside consultants if needed and appropriate
 - g. Decide who else should be notified (parents of friends, colleagues, PTO, etc.)
 - h. Decide who will collect student's personal belongings
 1. Decide who will contact family
 - J. Plan to monitor and support other "at risk" and "high risk" students
 - k. Plan staff meeting
 1. Other tasks as identified by members.

Students

Administering Medication

The purpose of this policy is for the Woodbridge Board of Education to determine who shall administer medications in a school and the circumstances under which self-administration of medication by students shall be permitted.

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures, and applicable state regulations, sections 10-212a-1 through 10-212a-10 inclusive. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, with the advice and approval of the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulation biennially concerning the administration of medications to District students by a nurse, or in the absence of a nurse, by qualified personnel for schools. The District's School Medical Advisor (or other qualified physician) shall approve this policy, its regulations and any changes prior to adoption by the Board.

Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of medication.

Error means:

(1) the failure to do any of the following as ordered:

- a. administer a medication to a student;
- b. administer medication within the time designated by the prescribing physician;
- c. administer the specific medication prescribed for a student;
- d. administer the correct dosage of medication;
- e. administer medication by the proper route; and/or
- f. administer the medication according to generally accepted standards of practice; or

(2) the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378 of the Connecticut General Statutes.

Qualified personnel for schools means (a) a full-time employee who meets the local or regional Board of Education requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication in accordance with Section 10-212a-3 of the State regulations; (b) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of the State regulations.

General Policies on Administration of Medication

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice registered nurse (APRN) stating the need and the capacity of such child to conduct self-testing. The Board may request written acknowledgement from the parent/guardian, and have the school nurse approve the student's ability to test his/her blood glucose independently, but may not deny the student's right to test if the school has the written order from the physician or APRN. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education.

A child diagnosed with asthma or an allergic condition, pursuant to state Board of Education regulations, may carry an inhaler or an Epipen or similar device in the school at all times if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board of Education that the child may self-administer either an asthmatic inhaler or Epipen to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may only administer medication to a student when the school has the following three documents: (1) the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant); (2) the written authorization of a parent or guardian of such child or eligible student; and (3) the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

In the absence of a school nurse or any other nurse licensed pursuant to the provisions of Chapter 378, only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon approval of the School Medical Advisor.

Medication with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

Administration of Medication by Paraprofessional

A specific paraprofessional, through a plan approved by a school nurse supervisor and School Medical Advisor, may administer medications including medications administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section 10-212a-9 of the regulations of Connecticut State Agencies and as described in the administrative regulations. The approved plan also requires the written authorization of the student's parent/guardian and pursuant to the written order from the student's authorized prescriber licensed to prescribe medication.

Legal Reference: Connecticut General Statutes

10-206 Health Assessment

10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.

10-212a Administration of medications in schools. (as amended by PA 99- 2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252 and PA 09-155)

19a-900 Use of cartridge injector by staff member of before- or after-school program, day camp or day care facility.

21a-240 Definitions

29-17a Criminal history checks. Procedure. Fees.

52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)

Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive.

Code of Federal Regulations: Title 21 Part 1307.2

20-12d Medical functions performed by physician assistants. Prescription authority.

20-94a Licensure as advanced practice registered nurse.

29-17a Criminal History Checks, Procedure. Fees

PA 07-241 An Act Concerning Minor Changes to the Education Statutes

Administering Medication to Students (Administrative Regulations)**Regular School Day**

The Board of Education (Board) allows students to self-administer medication and qualified personnel for schools to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised and approved by the School Medical Advisor, the school nurse and the Board of Education. The District's School Medical Advisor (or other qualified physician) will approve this policy, its regulations and any changes prior to submission to the Board of Education for its approval.

The administration of medication includes the activities of handling, storing, preparing or pouring of medication, conveying it to the student according to the medication order, observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of medication.

A student who needs to take medication or wants to take aspirin, ibuprofen, or an aspirin substitute containing acetaminophen during school hours must provide:

1. The authorized prescriber's (physician, dentist, optometrist, advanced practice registered nurse, physician assistant; podiatrist) orders for medication must be on a proper form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine, the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel.
2. Written authorization from the parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.
3. Written Permission of the parent or guardian for the exchange of information between the authorized prescriber and the school nurse to ensure the safe administration of such medication.
4. Medication with its original label from the pharmacy or manufacturer.

Students who are able to self-administer medication may do so provided:

1. An authorized prescriber provides a written order including the recommendation for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record, and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.

5. The principal and appropriate teachers are informed that the student is self-administering prescribed medication.

6. Such medication shall be transported to school by the student and maintained under the student's control in accordance with the District's policy on self-medication by students and individual student plans.

Further, the school nurse shall assess the student's competency for self-administration in the school setting and deem it to be safe and appropriate, including that a student:

1. is capable of identifying and selecting the appropriate medication by size, color, amount, or other label identification;
2. knows the frequency and time of day for which the medication is ordered;
3. can identify the presenting symptoms that require medication;
4. administers the medication properly;
5. maintains safe control of the medication at all times;
6. seeks adult supervision whenever warranted; and
7. cooperates with the established medication plan.

In the case of inhalers for asthma and cartridge injectors for medically-diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering inhalers for asthma and cartridge injectors for medically-diagnosed allergies. Students may self-administer such medications only with the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student.

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing; The Board may request written acknowledgement from the parent/guardian, and have the school nurse approve the student's ability to test his/her blood glucose independently, but may not deny the student's right to test if the school has the written order from the physician or APRN. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education.

The school nurse is responsible for:

1. Reviewing the medication order and parental authorizations;
2. Developing an appropriate plan for self-administration;
3. Documenting the medication plan in the student's health record; and
4. Informing qualified personnel for schools and other staff regarding the student's self-administration of prescribed medication.
5. Notifying physician or health care provider and parent or guardian if student is unable to demonstrate competence.
6. Documentation of notice to both the authorized prescriber and parent/guardian of inability to demonstrate competence and outcome.

Medication may be administered by an advanced practice nurse, registered nurse, or a practical nurse licensed pursuant to the provisions of Chapter 378, qualified personnel for schools (principals and teachers) trained in the administration of medication. They shall not be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review regularly all documentation pertaining to the administration of medication for students.

2. Qualified personnel for schools approved by the School Medical Advisor and school nurse will be formally trained by the school nurse or School Medical Advisor prior to administering medication. The school nurse, acting as designee and under the direction of the School Medical Advisor, will annually instruct such staff members in the administration of medication. The training shall include, but is not limited to:

- A. The generic principles of safe administration of medications.
- B. Review of state statute and school regulations regarding administration of medication by school personnel.
- C. Procedural aspects of the administration of medication, including the safe handling and storage of medication, and documentation.
- D. Specific information related to each student's medication and each student's medication plan including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed dose of the medication, and when to implement emergency interventions.

3. A list of qualified personnel successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be available in the Health Office. All such individuals including school nurses and nurse practitioners must have also satisfactorily passed the criminal background check. The documentation shall include the dates of general and student-specific training, the content of the training, individuals who have successfully completed general and student-specific administration of medication training for the current school year, and names and credentials of the nurse or School Medical Advisor trainer or trainers.

4. A current list of those authorized to give medication shall be maintained in the school.

A specific paraprofessional, in the absence of a school nurse, may only administer medications to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition according to the following:

1. only with the approval of the School Medical Advisor and the school nurse supervisor, and under the supervision of the school nurse;
2. with a proper medication authorization from the authorized prescriber in conformity with Connecticut General statute 10-212a;
3. with parental/guardian permission to administer the medication at school;
4. only medication necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector, and
5. the paraprofessional shall have received proper training and supervision from the school nurse as detailed in Section 10-212a-3 and Section 10-212a-7 of the Regulations of Connecticut State Agencies.

Note: The use of a paraprofessional to administer medications, as described above, is not mandated by law or regulation. Such use is subject to Board of Education approval.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication, must be delivered by the parent or other responsible adult and shall be received by the nurse or, in the absence of such nurse, by other qualified personnel for schools trained in the administration of medication and assigned to the school. The school nurse must:

A. Examine on site any new medication, medication order and parent/guardian authorization to insure that it shall be properly labeled with dates, name of student, medication name, dosage and authorized prescriber's name, and that the medication order and permission form are complete and appropriate.

B. Develop an administration of medication plan for the student before any medication is given by qualified personnel for schools.

C. Review all medication refills with the medication order and parent/guardian written authorization prior to the administration of medication.

D. Except as indicated by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container during school hours under the supervision of the nurse or the principal or principal's designee trained in the administration of medication.

E. Emergency medications shall be locked beyond the regular school day or program hours except as otherwise determined by a student emergency care plan.

F. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.

G. Store medication requiring refrigeration in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator shall be located in a health office maintained for health service purposes with limited access. Non-controlled medications maybe stored directly on the shelf of the refrigerator with no further protection needed. Controlled medications shall be stored in a locked box affixed to the refrigerator shelf.

H. All other medication, except those approved for keeping by students for self- medication shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication. Controlled substances shall be contained in a separate, secure substantially constructed metal or wood cabinet and locked at all times. At least two sets of keys for the medication containers or cabinets shall be maintained for the school building or before- and after-school programs and school. The school nurse shall maintain one set of keys. The additional set shall be under the direct control of the Principal. If necessary, the Program Director or lead teacher trained in the administration of medication shall also have a set of keys.

No more than a three month supply of medication for a student shall be stored at school. All medications, prescriptions and non-prescription, shall be delivered and stored in their original containers and in such a manner as to render them safe and effective. No medication for a student shall be stored at a school without a current written order from an authorized prescriber.

Access to all stored medications shall be limited to persons authorized to administer medications. Each school or before- and after-school program and school readiness program shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the authorized prescriber, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. If the parent/guardian does not comply with this request, all medication (non-controlled drugs) is to be destroyed by the school nurse in the presence of at least one witness (nurse, principal, teacher) according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion. (Procedure below recommended by the *Connecticut Department of Environmental Protection, Office of Pollution Prevention.*)

A. Keep the medication in its original container.

- To protect privacy and discourage misuse of the prescription, cross out the patient's name with a permanent marker or duct tape or remove the label. (Chemotherapy drugs may require special handling. Work with your healthcare provider on proper disposal options for this type of medication.)

B. Modify the medications to discourage consumption.

- For solid medications: such as pills or capsules: add a small amount of water to at least partially dissolve them.
- For liquid medication: add enough table salt, flour, charcoal, or nontoxic powdered spice, such as turmeric or mustard to make a pungent, unsightly mixture that discourages anyone from eating it.
- For blister packs: wrap the blister packages containing pills in multiple layers of duct or other opaque tape.

C. Seal and conceal.

- Tape the medication container lid shut with packing or duct tape.
- Place it inside a non-transparent bag or container such as an empty yogurt or margarine tub to ensure that the contents cannot be seen.
- Do not conceal medicines in food products because animals could inadvertently consume them.

D. Discard the container in your trash can.

E. Schools that want to dispose of controlled substances should call the Drug Control Division of the Connecticut Department of Consumer Protection for assistance at 860-713-6055.

2. The following information is to be charted on the student's cumulative health record and signed by the school nurse and witness:

- A. Date of destruction.
- B. Time of destruction.
- C. Name, strength, form and quantity of medication destroyed.
- D. Manner of destruction of medication.

3. Controlled substances shall not be destroyed by the school nurse. Controlled substances shall be destroyed pursuant to Section 21a-262-3 of the Regulations of the Connecticut State Agencies. In the event that any controlled substance remains unclaimed, the school nurse or Supervisor of Nursing shall contact the Connecticut Commissioner of Consumer Protection to arrange for proper disposition. Destruction may also be conducted by a Connecticut licensed pharmacist in the presence of another pharmacist acting as a witness.

4. Any accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Connecticut General Statute 10-212a(b). If no residue is present notification must be made to the Department of Consumer Protection (DEP) pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.

5. The completed medication administration record for non-controlled medications may be destroyed in accordance with Section M8 of the Connecticut Municipality Retention Schedule, provided it is superseded by a summary on the student health record.

Documentation and Record Keeping

Record keeping of medication administration shall either be in ink and shall not be altered or shall be recorded electronically, in a record that cannot be altered, on the individual student's medication record form which, along with the parental authorization form and the authorized prescriber's order, becomes part of the student's permanent record. Records shall be made available to the Connecticut State Department of Education upon request, for review until destroyed pursuant to C.G.S.11-8a and C.G.S.1.Q-212a (b) for controlled medications.

Each school readiness or before- and after-school program where medications are administered shall maintain an individual medication administration record for each student who received medication during regular school or program hours. A medication administration record shall include the:

- A. Name of student;
- B. Name of medication;
- C. Dosage of medication;
- D. Route of administration;
- E. Frequency of administration;
- F. Name of the authorized prescriber, and the name of the parent or guardian requesting the medication to be given;
- G. Dates for initiating and terminating the administration of the medication, including extended year programs;
- H. Quantity received which shall be verified by the adult delivering the medication;
- I. Student allergies to food and/or medicine;
- J. Date and time of administration or omission, including reason for omission; K. Dose or amount of drug administered;
- L. Full written or electronic signature of the nurse or qualified personnel for schools administering the medication; and
- M. For controlled medications, a medication count this shall be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three years, pursuant to Connecticut General Statute 10-212a(b).

The written order of the authorized prescriber, the written authorization of the parent or guardian to administer the medication and the written parental/guardian permission for the exchange of information by the prescriber and the school nurse to ensure the safe administration of such medication shall be filed in the student's cumulative health record, or for before- and after- school programs and school readiness programs, in the child's program record.

Record of the medication administered shall be entered in ink on an individual student medication record form and filed in the student's cumulative health record. If the student is absent, it shall be so recorded. If an error is made in recording, a single line shall be run through the error and initialed.

An authorized prescriber's verbal order, including a telephone order, for a change in any medication may be received only by a school nurse. Such verbal order must be followed by a written order within three (3) school days.

Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's health care provider.

Records of controlled substances shall be entered in the same manner as other medications with the following additions:

- A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
- B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
- C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the Supervisor of Nursing Services who will contact the Connecticut Commissioner of Consumer Protection.

In the absence of a licensed nurse, only qualified personnel for schools who have been properly trained may administer medication to students. Qualified personnel for schools may administer oral, topical, or inhalant medications. Medications with a cartridge injector(s) may be administered by qualified personnel only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Investigational drugs may not be administered by qualified personnel for schools.

In the case of the administration of a medication with a cartridge injector in an after-school readiness program or child-care program, such administration shall be reported to the school nurse no later than the next school day.

Medication Errors

An error in the administration of medication shall be reported immediately to the school nurse, the school nurse supervisor, the parent/guardian, and the authorized prescriber, verbally, documented by a written statement within one (1) school day.

A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:

- Within the appropriate time frame.
- In the correct dosage.
- In accordance with accepted practice.
- To the correct student.

In the event of a medication error, the school nurse shall notify the parent or guardian and the authorized prescriber. The nurse shall document the effort to reach the parent or guardian. If there is a question of potential harm to the student and medical treatment may be required, the nurse and/or building administrator shall also notify the School Medical Advisor. In a severe emergency, 911 should be called. Contact the Poison Control Center as deemed necessary.

Any errors in the administration of a medication shall be documented by the nurse in the student's cumulative health record or, for before- and after-school programs and school readiness programs, in the child's program record. A written report shall also be made using a medication error form authorized by the Board of Education. The report must include any corrective action taken.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the School Medical Advisor or the student's health care provider.

Administration of Emergency Medication Under Connecticut General Statute 10-212a

In the absence of a licensed nurse, qualified personnel for schools may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require

such prompt treatment to protect the child from serious harm or death so long as the administrator or teacher has completed training in administration of such medication.

Whenever a student has an untoward reaction to a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

In the event of a medication emergency, the following will be readily available:

- A. The use of the 911 emergency response system;
- B. The contact number of a local poison information center;
- C. The physician, clinic or emergency room to be contacted in such an emergency; D. The name of the person responsible for the decision-making in the absence of the school nurse;
- E. The application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
- F. Administration of emergency medication in accordance with policy #5141.21 and this administrative regulation; and
- G. Transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

As soon as possible, in light of the circumstances, the Principal shall be notified of the medication emergency. The Principal shall immediately thereafter contact the Superintendent or the Superintendent's designee.

The school nurse is responsible for notifying the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Supervision

The school nurse is responsible for general supervision of administration of medications in the school. The school nurse's duty of general supervision includes, but is not limited to the following:

1. Availability on a regularly scheduled basis to:

- A. review orders or changes in orders, and communicate these to personnel designated to administer medication for appropriate follow-up;
- B. set up a plan and schedule to ensure medications are given;
- C. provide training to qualified personnel for schools and other licensed nursing in the administration of medications, and assess that the qualified personnel for schools are competent to administer medications;
- D. support and assist other licensed nursing personnel and qualified personnel for schools to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and
- E. provides consultation by telephone or other means of telecommunications. (In the absence of the school nurse, an authorized prescriber or other nurse may provide this consultation.)

2. In addition, the school nurse shall be responsible for:

- A. implementing policies and procedures regarding the receipt, storage, and administration of medications;
- B. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
- C. observing the competency to administer medication by qualified personnel for schools; and
- D. conducting periodic reviews, as needed, with licensed nursing personnel and qualified personnel for schools, regarding the needs of any student receiving medication.

Before- and After-School Programs and School Readiness Programs

Directors, or their designees, who may include lead teachers or school administrators, who have been properly trained, may administer medications to students as delegated by the school nurse or other registered nurse, in school readiness programs and before- and after-school programs that are child care programs. (Such programs must be District administered and located in a District public school). Medicine may be administered pursuant to the Regulations of Connecticut State agencies, Section 10-212a-10, to children enrolled in these programs.

Administration of medications shall be provided only when it is medically necessary for program participants to access the program and maintain their health status while attending the program. Investigational drugs or research or study medications may not be administered by Directors or their designees, lead teachers or school administrators. Properly trained Directors, Directors' designees, lead teachers or school administrators may administer medications to students as delegated by the school nurse or other registered nurse. They may administer oral, topical, intranasal, or inhalant medications. No medication shall be administered without the written order of an authorized prescriber and the written approval of the parent/guardian.

A child attending any before- or after-school program, as defined in policy #5141.21, upon the request and with the written authorization of the child's parent/guardian and pursuant to the written order from the student's authorized prescriber, will be provided medication and supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication with a cartridge injector. Such administration shall be to a particular student who is medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death.

The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, physician's assistant, advanced practice registered nurse or registered nurse.

The administration has determined, in cooperation with the School Medical Advisor and school nurse supervisor, the level of nursing services that is/is not required on site based on the needs of the program and its participants.

Students in the school readiness and before- and after-school programs may self-administer medication according to the student's individual health plan and only with the written order of an authorized prescriber, written authorization of the child's parent or guardian, written consent from the parent/guardian for communication between the authorized prescriber and school nurse, and written approval of the school nurse. (Note: It is a local decision whether to allow self-medication in these programs.)

The nurse shall evaluate the situation and determine whether self-administration is appropriate and safe and shall develop a plan for general supervision of such self-medication. The written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse is required in order to ensure the safe administration of such medication. Any error in the administration of medication shall be reported immediately to the school nurse, the parents and the authorized prescriber.

In case of an anaphylactic reaction or the risk of such reaction a school nurse may administer emergency oral and/or injectable medication to any child in need thereof on school grounds, or in the school building, according to order of the School Medical Advisor or the child's health care provider. Qualified personnel may administer emergency oral and/or injectable medication to any child in need thereof on school grounds or in the school building according to the order of the child's health care provider. Local poison control center information shall be readily available at the sites of these programs.

In the event of a medical emergency, the following will be readily available: (1) local poison information center contact information; (2) the physician, clinic or emergency room to be contacted in such an emergency; and (3) the name of the person responsible for the decision making in the absence of a school nurse.

All medications shall be handled and stored as outlined in this administrative regulation. Where possible, a separate supply of the child's medication shall be stored at the site of the before- or after-school program or school readiness program. If this is not possible, a plan must be developed and implemented to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

Personnel - Students

Prohibition for Psychotropic Drugs

The Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. For the purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child should use psychotropic drugs.

However, the School Medical Advisor, School Physician, or School Nurse, may recommend that an appropriate Medical Practitioner evaluate a child.

Nothing in this policy shall be construed to prohibit a Planning and Placement Team from discussing with parents and/or guardians of a child the appropriateness of consultation with, or evaluation by Medical Practitioners; or prohibit school personnel from consulting with appropriate Medical Practitioners with the consent of the parents and/or guardians of a child.

Legal Reference: Public Act 01-124

Students

Students with Special Health Care Needs

Special Dietary Needs/Allergies

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities. The Board recognizes the increased identification of potentially severe food allergies among children. Efficient management of food allergies within the school setting includes implementing a prevention plan with appropriate school personnel, parents, and students. The prevention plan would identify the offending food and create an emergency care plan for the child so that, in the event of exposure, prompt treatment may occur. The identification of the responsibilities of the student, family, and the school is an integral part of the overall management.

When the nature of a student's disability is a food related allergy or food related condition, a description of the dietary requirement as well as the specific dietary prescription and allowable substitutions, will be specifically described and noted in the child's health record. The district, in compliance with the USDA Child Nutrition Guidelines, will take suitable and acceptable precautions.

School administration, in conjunction with professional health staff, certified staff, and/or school medical advisor, are directed to develop and implement guidelines for the care of food allergic students. The risk of accidental exposure to food allergens can be reduced but not fully eliminated in the public school setting. School personnel will make every reasonable effort to minimize risks and provide a safe learning environment for food allergic students. Guidelines include:

1. Maintain the health and protect the safety of children who have life-threatening food allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care and provide appropriate educational opportunities.
2. Insure that interventions and individual health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices.
3. Define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening food allergies across all transitions. (PreK-6).

It is the policy of the Board of Education to follow the guidelines developed and promulgated by the Connecticut Department of Health and Department of Education for students within the District with life-threatening food allergies. Such guidelines include:

1. Education and training for school personnel on the management of students with life-threatening food allergies, which may include training related to the administration of medication with a cartridge injector.

Students

Students with Special Health Care Needs

Legal Reference: Connecticut General Statutes (continued)

Federal legislation.

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29 C.F.R. §1630 et seq.)

The Family Education Rights and Privacy Act of 1974 (FERPA)

Land v. Baptist Medical Center, 164F3d423 (8th Cir. 1999)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

FCS Instruction 783-2, Revision 2, Meal substitution for medical or other special dietary reasons.

P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.

Policy adopted:

WOODBRIIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

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 Nursing Supervisor 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. 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
10-204a Required immunizations
10-204c Immunity from liability
10-205 Appointment of school medical adviser
10-206 Health assessments
10-206a Free health assessments
10-207 Duties of medical advisors
10-208 Exemption from examination or treatment
10-208a Physical activity of student 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.
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:

WOODBIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

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 enrolled in school at kindergarten or above. Students who start the series at age 7 or older need a total of 3 doses.
 - 3 doses of 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 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 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 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.

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: 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. (Date of chickenpox illness not required)
- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007, is enrolled in preschool or kindergarten on or after August 1, 2011.
 - 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
 - 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.

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)
- 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.

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. This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers.

Students

Health Assessments and Immunizations (continued)

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, see list of countries in Appendix B) and do not have a record of a TST (tuberculin skin test) or IGRA (interferon-gamma release assay) performed in the United States.
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 from high risk countries since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. lives with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

Health assessments completed within one calendar year of new school entry 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.

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. 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.

Students

Health Assessments and Immunizations (continued)

- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6
Audiometric Screening	Grades K-3, 5
Postural Screening	Grades 5, 6

The school system shall provide these screenings to students at no cost to parents. 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.)

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

Students eligible for free health assessments shall have them provided by the School Medical Advisor and/or designee. 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.

Legal Reference: Connecticut General Statutes
 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
 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

Policy adopted:

WOODBIDGE SCHOOL DISTRICT
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

STATE OF CONNECTICUT
Department of Public Health

**IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN
CONNECTICUT SCHOOLS FOR 2012-2013 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
Pneumococcal:	1 dose on or after the 1 st birthday for children less than 5 years old
Hepatitis A:	2 doses given six calendar months apart, 1 st dose on or after 1 st birthday

GRADE 1

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

5141.3
Appendix A
(continued)

GRADE 2-6

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 or age
Varicella:	1 dose on or after the 1 st birthday; or verification of disease

Important Reminders:

- DTaP vaccine is not given on or after 7th birthday and 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 required for all Pre-K and K students born on or after 1/1/2007 and less than 5 years of age
- Hepatitis A is required for all Pre-K and K students born on or after 1/1/2007.
- Hep B requirement for school year 2012-2013 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 2012-2013 applies to all students in grades K-12
- Laboratory confirmation of immunity is **only** acceptable for Hep B, Hep A, Measles, Mumps, Rubella, 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
- For the full legal requirements for school entry visit
www.ct.gov/dph/cwp/view.asp?a=3136&Q=467374&PM=1

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.

Commonly Administered Combination Vaccines:

<u>Vaccine:</u>	<u>Brand Name:</u>	<u>Vaccine:</u>	<u>Brand Name:</u>
DTaP-IPV-Hib	Pentacel	MMRV	ProQuad
DTaP-HIB	TriHibit	PCV7	Pevnar
HIB-HepB	ComVax	PCV13	Pevnar 13
DTaP-IPV-HepB	Pediarix	DTaP-IPV	Kinrix

WOODBRIAGE SCHOOL DISTRICT
Woodbridge, 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

Students

AIDS Management

I. Rationale

The Woodbridge Board of Education is aware of the unique educational and health problems associated with the conditions of Acquired Immune Deficiency Syndrome (AIDS) and AIDS Related Complex (ARC) and with the significance of the presence of Human Immuno-deficiency Virus (HIV) antibody in the blood of an individual, each of which hereinafter referred to as an "HIV condition". The Board recognizes its responsibility to provide for every child an appropriate education in the least restrictive environment. At the same time, the Board must assure that a safe learning and working environment be provided for its students and employees. To this end, the Board directs the Superintendent to:

- A. Implement the following administrative regulation, should a current or prospective student, staff or faculty have an HIV condition.
- B. Convene, within two months of the passage of this regulation by the Board, an AIDS Panel consisting of the Director of Public Health, the Superintendent, the School Principal, the School Nurse, the School Physician, the Chairman of the Board of Education or his representative, the Town Counsel, and a member of the faculty.
- C. Charge the panel to develop guidelines for the Superintendent and the School Physician to determine the attendance at school of a student, faculty or staff member with an HIV condition. The guidelines shall be periodically revised as new medical knowledge develops regarding the epidemiology and communicability of this condition. The guidelines and each revision of them shall be distributed to members of the Board of Education.
- D. Implement immediately, in consultation with the School Physician, procedures for the handling of body fluids in the school appropriate to the prevention of transmission of HIV and other communicable infectious diseases.

II. Students

- A. It is the responsibility of the parent(s) or guardian of a child afflicted with an HIV condition, who is enrolled or to be enrolled in the Woodbridge Elementary School, to notify the Superintendent of the child's condition. The Superintendent shall develop a mechanism to convey this responsibility to parents.
- B. Confidentiality of the afflicted child's name shall be a prime consideration and obligation of the Superintendent. The child's name shall be divulged initially only to the School Physician.

Students

AIDS Management

II. Students (continued)

- C. The School Physician and the Superintendent shall decide on attendance in school of the child afflicted with an HIV condition based on the previously established guidelines under I(C). Should these guidelines not prove sufficient to make a reasonable decision, the student shall not be allowed to attend school until his or her case has been reviewed in detail by the Panel.
- D. The AIDS Panel shall be notified promptly by the Superintendent of the presence of a child afflicted with an HIV condition in school and shall convene within 14 days of notification. The Panel shall consider whether the decision reached by the Superintendent and School Physician on the attendance of a child is appropriate.
- E. If the AIDS Panel decides that additional review of a case is appropriate, the child's name may be divulged to the Panel as necessary so that it may meet with the child's parent(s), guardian, physician or other representative.
- F. At the discretion of the AIDS Panel, the child may not be allowed to attend school during its review of the child's condition. During this time, an afflicted child, if medically able, shall receive an appropriate educational program in an alternative environment.
- G. In the event an afflicted child is permitted to attend regular school sessions, the right of privacy of the individual shall continue to be respected. Only appropriate staff members, as determined by the AIDS Panel, shall be informed of the existing condition.
- H. Should the person(s) responsible for the child's care disagree with the recommendations of the AIDS Panel, they should file an appeal with the Woodbridge Board of Education for a review of findings. If the decision of the Board of Education does not meet with approval, parents or guardians have the right to further appeal by due process under State Regulations.

III. Staff

- A. It is the responsibility of any staff or faculty member afflicted with an HIV condition to notify the Superintendent of his or her condition.
- B. Upon learning of the affliction of any staff or faculty member by an HIV condition, from whatever source of information, the Superintendent shall notify the School Physician.

Students

AIDS Management

III. Staff (continued)

- C. The Superintendent and the School Physician shall decide on the continued presence in school of the afflicted staff or faculty member with an HIV condition based on the previously established guidelines under I. (C.). Should these guidelines not prove sufficient to make a reasonable decision, the staff or faculty member shall not be allowed to continue work until his or her case has been reviewed in detail by the AIDS Panel.
- D. The AIDS Panel shall be notified by the Superintendent of any staff or faculty member afflicted with an HIV condition without divulging the identity of that individual initially. The AIDS Panel shall meet within 14 days of notification to review the appropriateness of the decision made by the Superintendent and School Physician on the continued employment of the staff or faculty member afflicted with AIDS. If the name of the employee is needed to arrive at an appropriate decision, it shall be divulged.
- E. Appeal of the decision reached by the AIDS Panel shall be made by the afflicted individual or by his or her representative to the Woodbridge Board of Education.
- F. It is the responsibility of the AIDS Panel to insure that the identity of any afflicted staff or faculty member and information related to his or her condition remain confidential.

Policy adopted:

WOODBRIAGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Students

Reporting of Child Abuse and Neglect

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person 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 District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm, is required to report such abuse and/or neglect or risk.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, or is placed in imminent danger of serious harm to report such cases in accordance with the law, Board policy and administrative regulations.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee.

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

Students

Reporting of Child Abuse and Neglect (continued)

If the report of abuse or neglect involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

***(This paragraph is optional)* It is mandated that policy and procedure development include three major components: Education, Intervention and Evaluation. The Education component requires that school personnel be provided with ongoing education (staff development) related to the recognition and reporting of suspected child abuse and neglect. Intervention requires that “at risk” students be identified and that suspected child abuse and neglect be reported. Evaluation is essential in order to determine whether policy and procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs, community resources and law. Such evaluation should take place annually, or more frequently as needed.**

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed training related to mandated reporting of child abuse and neglect as required by law.

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)

Students

Reporting of Child Abuse and Neglect (continued)

Legal Reference: Connecticut General Statutes (continued)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242 and PA 11-93)

17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106 and PA 11-93)

17a-102 Report of danger of abuse. (as amended by PA 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

46a-1b Reports of suspected abuse or neglect required of certain persons. Report by others. Immunity. Fine.

P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District

Policy adopted:

WOODBRIIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Students

Indicators of Abuse/Neglect

Indicators of Physical Abuse

Historical

1. Delay in seeking appropriate care after injury
2. No witnesses
3. Inconsistent or changing descriptions of accident by child and/or parent
4. Child's developmental level inconsistent with history
5. History of prior "accidents"
6. Absence of parental concern
7. Child handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent
8. Unexplained school absenteeism
9. History of precipitating crisis

Physical

1. Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso
2. Clusters of skin lesions; regular patterns consistent with an implement shape of lesions inconsistent with accidental bruise
3. Bruises/welts in various stages of healing
4. Burns; pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges
5. Fractures/dislocations inconsistent with history
6. Laceration of mouth, lips, gums or eyes
7. Bald patches on scalp
8. Abdominal swelling or vomiting
9. Adult-size human bite mark(s)
10. Fading cutaneous lesions noted after weekends or absences
11. Rope marks

Behavioral

1. Wary of physical contact with adults
2. Affection inappropriate for age
3. Extremes in behavior, aggressiveness/withdrawal
4. Expresses fear of parents
5. Reports injury by parent
6. Reluctance to go home
7. Feels responsible (punishment "deserved")
8. Poor self-esteem
9. Clothing covers arms and legs even in hot weather

Students

Indicators of Abuse/Neglect

Indicators of Sexual Abuse

Historical

1. Vague somatic complaints
2. Excessive school absence
3. Inadequate supervision at home
4. History of urinary tract infection or vaginitis
5. Complaint of pain; genital, anal or lower back/abdominal
6. Complain of genital itching
7. Any disclosure of sexual activity, even if contradictory

Physical

1. Discomfort in walking, sitting
2. Evidence of trauma or lesions in and around mouth
3. Vaginal discharge/vaginitis
4. Vaginal or rectal bleeding
5. Bruises, swelling or lacerations around genitalia, inner thighs
6. Dysuria
7. Vulvitis
8. Any other signs or symptoms of sexually transmitted disease
9. Pregnancy

Behavioral

1. Low self-esteem
2. Change in eating patterns
3. Unusual new fears
4. Regressive behaviors
5. Personality changes (hostile/aggressive or extreme compliance)
6. Depression
7. Decline in school achievement
8. Social withdrawal; poor peer relationships
9. Indicates sophisticated or unusual sexual knowledge for age
10. Seductive behavior, promiscuity or prostitution
11. Substance abuse
12. Suicide ideation or attempt
13. Runaway

Students

Indicators of Abuse/Neglect

Indicators of Emotional Abuse

Historical

1. Parent ignores/isolates/belittles/rejects/scapegoats child
2. Parent's expectations inappropriate to child's development
3. Prior episode(s) of physical abuse
4. Parent perceives child as "different"

Physical

1. (Frequently none)
2. Failure to thrive
3. Speech disorder
4. Lag in physical development
5. Signs/symptoms of physical abuse

Behavioral

1. Poor self-esteem
2. Regressive behavior (sucking, rocking, enuresis)
3. Sleep disorders
4. Adult behaviors (parenting siblings)
5. Antisocial behaviors
6. Emotional or cognitive developmental delay
7. Extremes in behavior - overly aggressive/compliant
8. Depression
9. Suicide ideation/attempt

Historical

1. High rate of school absenteeism
2. Frequent visits to school nurse with nonspecific complaints
3. Inadequate supervision, especially for long periods and for dangerous activities
4. Child frequently unattended; locked out of house
5. Parental inattention to recommended medical care
6. No food intake for 24 hours
7. Home substandard (no windows, doors, heat); dirty, infested, obvious hazards
8. Family member addicted to drugs/alcohol

Students

Indicators of Abuse/Neglect

Indicators of Neglect

Physical

1. Hunger, dehydration
2. Poor personal hygiene, unkempt, dirty
3. Dental caries/poor oral hygiene
4. Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day
5. Constant fatigue or listlessness
6. Unattended physical or health care needs
7. Infestations
8. Multiple skin lesions/sores from infection

Behavioral

1. Comes to school early, leaves late
2. Frequent sleeping in class
3. Begging for/stealing food
4. Adult behavior/maturity (parenting siblings)
5. Delinquent behaviors
6. Drug/alcohol use/abuse

Students

5141.5

Suicide Prevention and Intervention

The Board recognizes that suicide is a complex issue and that, while the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling but must refer the youth to an appropriate place for such assessment and counseling. Because one function of a school is to provide an environment which will foster positive youth development the Woodbridge Board of Education wishes to take a proactive stance in preventing the problem of youth suicide.

Components of this effort at suicide prevention will include the periodic in-service training of all professional staff, appropriate curricular offerings aimed at positive mental health, promoting a school climate conducive to positive mental health, and appropriate intervention and referral of potentially suicidal youth.

Any school employee who has knowledge of a student "at risk" for suicide will notify the building principal, in writing, the Director of Pupil Personnel and/or the school nurse. The individual notified will follow the designated steps as specified in the administrative regulations for this policy which, in most circumstances, will include notifying the child's parent(s).

Legal Reference: **Connecticut General Statutes**
10-22(e) Boards of Education to prescribe rules

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Suicide Prevention and Intervention

Given the serious nature of suicide among young people, it has become important for schools to develop a set of procedures to respond to students who may be at risk for suicide. The mental health field has identified the prediction of suicide as a difficult clinical task. The school has a clear responsibility to respond immediately and aggressively to a student who has attempted or is contemplating suicide. If there is to be any error in predicting students at risk of suicide it is important to err on the side of caution. The following regulations are to be used as specific steps in suicide prevention.

Definitions

1. "Low-Level Risk" - The following student behaviors are indicators of a student with low level risk:
 - a. Has a vague plan or no plan of how to do it with low access to a possible method.
 - b. Expresses feelings of hopelessness or helplessness.
 - c. Is able to describe how things could change in order to be better.

2. "At-Risk"- The following student behaviors are indicators that a student may be "at-risk" for suicide.
 - a. Dropping out of activities accompanied by increasing isolation and withdrawal.
 - b. Radical personality or behavior change.
 - c. Preoccupation with death or morbid thoughts.
 - d. Talk of suicide without specific reference to self or a specific plan.
 - e. Making final arrangements; giving things away, putting one's life in order.
 - f. Strong statements of hopelessness.
 - g. Sudden changes in appearance so as to appear neglected or extremely unkempt.
 - h. An extreme pattern of risk taking or accidents.

3. "Imminent Danger" - The following student behaviors are indicators that a student is in imminent danger of attempting suicide. They are listed in a hierarchy of severity from least to most severe.
 - a. Discussion of suicide plans with another student or an adult.
 - b. Threat of suicide made to an adult.
 - c. Suicide threat with a clear plan of how the suicide will be accomplished.
 - d. Student reports that they have attempted suicide in the recent past.
 - e. Student makes an overt attempt at suicide at school
 - f. A pattern of suicide attempts. It is important to understand that with each unsuccessful attempt at suicide the risk of a successful suicide increases.

Students

Suicide Prevention and Intervention (continued)

Procedures

1. Any staff member or parent who becomes aware of a student who is either a "low level risk", "at-risk" or in "imminent danger" of suicide should immediately notify the building Principal, Director of Pupil Personnel, and/or the nurse.
2. The Director of Pupil Personnel or the psychologist interviews the student, obtains background and assesses the potential risk.
3. If the student is assessed to be "low level risk" or "at-risk":
 - a. The parents are contacted and the risk factors are explained to them.
 - b. Referral is made to the Child Study Team where a plan of support, monitoring, and if appropriate, counseling is created.
 - c. Staff members who have direct contact with the student are informed of the risks and the appropriate measures to support the student.
 - d. If appropriate, a referral to an appropriate agency or individual is made.
 - e. The case manager from the CST monitors the progress of the student and reports back to the CST periodically.
4. If the student is assessed to be in "imminent danger":
 - a. Ensure that the student is not left alone.
 - b. Immediately attempt to make contact with the parents and ask them to come to school.
 - c. The student is not to be dismissed or sent home via the school bus.
5. If the parents come to the school they will meet with the Director of Pupil Personnel and/or the Principal who will:
 - a. Apprise the parent of the situation.
 - b. Provide the parent with a list of referral resources and offer recommendations.
 - c. Plan follow-up activities.
 - d. Document the meeting and follow-up activities.
6. If the parent is unable to come to the school:
 - a. Recommendations will be provided to the parents over the phone.
 - b. A school staff member will transport the student to the treatment resource of the parent's choosing. The parent needs to be informed that they must come to the treatment facility to initiate treatment.
 - c. Plan follow-up activities.
 - d. Document the course of events.

Students

Suicide Prevention and Intervention

Procedures (continued)

7. If the parent does not agree with the school's assessment that the student is in "imminent danger" and refuses to take action:
 - a. The Principal and Director of Pupil Personnel will confer to designate an immediate plan, ensuring that the student is not left alone or placed on the school bus.
 - b. The parent will again be contacted and notified that the Department of Children and Youth Services (DCF) will be contacted if the parent remains uncooperative and that the child will be transported to an appropriate hospital emergency room.
 - c. DCF will be contacted and asked for their cooperation and concurrence that the child should be transported to an emergency room.
 - d. A school staff member will transport the student to the designated emergency room.
 - e. Document the course of events.

8. When the student returns to school the CST will convene to discuss the following steps:
 - a. Ongoing contact with outside professionals involved in the treatment of the student.
 - b. Program modifications or referral to special education.
 - c. Support services in school such as counseling, as such services are available.
 - d. Ensure that staff who need to know are aware of the risk factors for the student and appropriate measures to deal with the student's needs.

9. Training will be available for all professional staff including crisis management, suicidal risk factors, and procedures as outlined in these regulations.

**Legal Reference: Connecticut General Statutes
10-221(e) Boards of Education to prescribe rules**

Completed Suicide of Sudden Death of a Student

Day of Suicide/Death

Staff Actions:

The staff person who receives the information will immediately notify the school Principal who will verify the information.

Administration Actions:

1. Notification of School Personnel

a. Out of School Hours Death

1. Upon verification, the Principal will notify the Superintendent, The Director of Pupil Personnel and other appropriate administrators.
2. The Principal will consult with the administrative staff and together they will contact other staff as appropriate.

b. In-School Hours Death

1. Follow administrative and staff actions as above
2. Convene emergency meeting of Crisis Intervention Team
The team will meet immediately to develop a plan and delegate responsibilities.
This should include:
 - a. Prepare a written statement of the facts
 - b. Plan for contact with friends of student
 - c. Plan who will be available for small group support
 - d. Plan to support teachers who are uncomfortable telling students
 - e. Plan to deal with media
 - f. Decide whether to involve outside consultants if needed and appropriate
 - g. Decide who else should be notified (parents of friends, colleagues, PTO, etc.)
 - h. Decide who will collect student's personal belongings
 1. Decide who will contact family
 - J. Plan to monitor and support other "at risk" and "high risk" students
 - k. Plan staff meeting
 1. Other tasks as identified by members.

Suicide Prevention/Intervention

Risk Assessment Checklist

1. Has the person recently withdrawn from therapeutic help?
2. Has the person been abusing drugs or alcohol recently?
3. Is there a history of suicide in the person's family?
4. Is the person exhibiting marked hostility to those around him or her?
5. Has the person's life become disorganized recently?
6. Does the person drop in and out of schools?
7. Has the person become unusually depressed or anxious recently?
8. Has a friend committed suicide recently?
9. Has the person threatened suicide, or spoken about it with friends or teachers.
10. Is the person preoccupied with themes of death or dying?
11. Has the person made previous suicide attempts?
12. Does the person have trouble holding onto friends?
13. Does the person have a "plan" for suicide, and has the person made preliminary arrangements?
14. Has the person made "final arrangements" (given away possessions, said "Goodbye")?

If you believe someone may be thinking of suicide, get help for that person by immediately contacting people designated in the district plan on crisis intervention. Do not wait!

Suicide Risk Factors

The following life crises, behaviors and circumstances have been identified by experts as potential risk factors for suicide. No one can say with certainty which specific life conditions and personality traits may combine to result in suicide. Nor can we say why one person commits suicide and another with similar circumstances does not. Staff should become familiar with these risk factors and make referrals to the Principal or his/her designee when they are observed.

Family Factors

Suicide of a family member (especially of a parent or sibling).
Loss of a parent through death or divorce
Family alcoholism or other drug dependency.
Absence of meaningful relationships and attachment within the family.
Destructive, violent parent-child interactions.
Physical, emotional or sexual abuse.
Chronically depressed, mentally ill or suicidal parent
Highly rigid and perfectionistic standards set for child.
Frequent (though not necessarily intended) communications that the child is unwanted or expendable.
Periods of unusual family stress due to factors such as illness, unemployment, disabilities etc.

Environmental Factors

Suicide of someone the youth has known or identified with.
Frequent mobility, especially during early to late adolescence
Religious conflicts where youth feels caught in the middle.
Incarceration for a criminal offense, especially if youth was intoxicated when placed in jail.
Loss of identity or status or repeated failures to achieve desired status.
Social isolation and failure to develop peer attachments.
Fears that one has contracted or been exposed to AIDS.
Accumulating failures or rejections.

Behavioral Factors

Past history of suicide gestures or attempts.
Running away - especially if running from abusive or alcoholic family.
Alcohol and other drug abuse.
Eating disorders.
School failure or chronic achievement.
Chronic or unexpected disciplinary crises at home or school.
Aggression and rage that shows up in violent outburst or behavior (often how boys show depression)
Fascination with death, violence, satanism.
Legal problems.
Self-risking behaviors such as reckless driving, overt sexual promiscuity or potentially harmful risk-taking.

Personal Factors

Frequent periods of feeling down.
Frequent feelings of powerlessness.
Learning disabled.
Gifted.
Poor impulse control, especially involving aggression or risk taking.
Unwillingness to seek or accept help for problems.
Desire for revenge or to punish another.
Confusion/conflict over sexual identity.
Alienation from traditional social institutions and values.
Compulsively perfectionistic/highly self-critical.
Seems to lack inner resources and skills to solve problems, deal with frustration.
Poor social skills; low sense of self esteem.
Desire to be re-united with someone who is dead.
Highly defensive and avoidance reactions to problems.
Strong feelings of shame or guilt that persist over time.
Unresolved feelings of grief.
Tendency to develop “tunnel vision” about problems.
Perceives that he/she can only get attention in negative ways.

Psychiatric Factors

Affective disorder diagnoses.
Conduct disorder diagnoses.
Depression diagnoses.
Substance abuse diagnoses.

Supplemental Information for Appendix A

The following supplement is designed to provide more in-depth information concerning some of the more important risk factors for suicide as listed in Appendix A.

1. **Previous Suicide Attempt** - even if these attempts were not deemed to be very serious and even if they occurred in the past and were not followed by therapy or counseling, they indicate increased risk for further attempts.
2. **Sexuality Conflicts** - Gay and lesbian youths have a higher incidence of suicide than heterosexual youths; this is true even if the young person has not outwardly defined him/herself as homosexual but is still struggling with sexual identify issues.
3. **Exposure to AIDS** - the knowledge that one’s sexual partner has contracted or been exposed to AIDS may result in a higher risk for suicide even if this person has not taken the AIDS test but believes him/herself to be in danger of contracting it.

4. **Low Self Esteem and Social Skills** - Students who are continually being rejected by others (or have that perception) may become self-rejecting, self-hating and self-harming.
5. **Serious Risk-Taking** - A disregard for one's personal safety whether expressed through unnecessary risks taken in athletics or recreational activities or through daredevil driving while drunk may indicate an ambiguity about wanting to live.
6. **Alcohol/Drug Abuse** - Many troubled students initially use alcohol/drugs to "medicate" their pain only to discover that over time this increases their depression and problems, 50-80% of suicidal teens are alcohol drug involved.
7. **Sexual, Physical, Emotional Abuse** - The self-blame, quiet, shame and self-hatred experienced as a result of abuse, as well as the "loss" of the parent as a trusted adult increase risk for suicide even if the abuse occurred years earlier.
8. **Suicide of a Family Member** - especially a parent increases risk for the child even if the suicide has been kept a "secret" and especially if no counseling was ever provided to survivors.
9. **Teens with Chronic Serious Problems** - within their families, their schoolwork their peer relationships or their community may respond by acting negatively getting into even more difficulty with their parent, the law or school officials leading to the perception that there is "no way out."
10. **Learning Disabled or Gifted Students** - who experience feelings of alienation and being different from their peers may become increasingly discouraged and hopeless about things ever getting better.
11. **Family Alcoholism** - may result in feelings of guilt, isolation and inability to control one's life or meet parent expectations; this is especially aggravated by the "Code of Silence" children learn leading to feelings of hopelessness, helplessness and alienation.
12. **Compulsive Achievers** - or perfectionists who are chronically unable to meet their own or parental standards or who interpret lower achievement levels as failure may become so self-rejecting and self-loathing as to become self-harming.
13. **Running Away** - Suicide screenings of runaway young people have shown that over 50% of them have thought about suicide as an answer to their problems. There is also a high correlation between running away and family abuse and alcoholism.
14. **School Problems** - Academic or Behavioral - Many young people experience school as a place where they feel like a failure. A negative cycle may develop in which the young person does poorly at school because of low self esteem, lower ability levels or preoccupation with personal or family problems; the school problems put more pressure on the young person adding to already present feelings of worthlessness and hopelessness which in turn result in further school problems etc.

Supplemental Information for Appendix B (continued)

15. **Loss** - Of any kind whether due to death, divorce, failure to achieve a goal, breaking up with a girlfriend or boyfriend, moving, going off to college etc. often results feelings of grief, embarrassment, isolation, alienation, insecurity and aloneness. Without an adequate support system these feelings may become overwhelming for the young person.
16. **Fascination with Death, Violence, Satanism** - is often expressed through music, clothing, posters in their rooms and behavior, this fascination may indicate that the young person is pre-occupied with thoughts of death and self-harm. If such a fascination becomes a pre-occupation, that is the young person's life begins to change significantly, the potential for suicide must be seriously considered.
17. **Psychiatric Disorders** - Certain psychiatric diagnoses, specifically clinical depression. Conduct disorders and certain affective disorders have been identified by the National Institute of Mental Health researchers as risk factors for suicide.

Suicide Prevention/Intervention

Warning Signs

It is important to note that adolescence is often a time of change and mood swings. When considering possible warning signs of suicide, you should look for the pattern (several related signs), the duration (2 or more weeks of a give pattern), the intensity and the presence of a particular crisis event. You should measure these against what is perceived to be normal for a given adolescent.

Perhaps, most importantly, you should trust your instincts. When in doubt, seek help. Any young person exhibiting some combination of these signs is probably in need of some type of help.

Many of the risk factors listed in Appendix A are, in hindsight, seen as early warning signs for suicide following a suicide death. Observation of the following signals of severe emotional distress or over suicide warning signs, especially when combined with two or more risk factors from Appendix A must be reported to the Principal or his/her designee as soon as possible.

Early Warning Signs

Difficulty coping with any of the risk factors in Appendix A.

Sudden or unexpected changes in school behavior such as:

Attendance

Declining academic performance

Changed peer relationships

Sudden failure to complete work

Loss of interest; inability to concentrate

Disciplinary crisis, especially involving violence or aggression communicating about death, suicide through writing, artwork, discussion

Increased frequency and/or quantity of alcohol and other drug use

Sudden changes in appearance-especially neglect of appearance

Gradual withdrawal from friends, schools, family; loss of interest in activities

Sudden or increasingly negative changes in personality and attitude

Depression (may be expressed as sadness or angry acting out)

Sleep disturbances-(inability to sleep or sleeping to 'escape')

Eating disturbances (loss of appetite, sudden weight gain or loss, eating disorders)

Restlessness and agitation (especially if perceived as uncontrollable)

Over-reaction to criticism; overly self critical

Overwhelming feelings of failure, worthlessness

Failure or inability to derive pleasure from one's life, friends, activities

Exaggerated or long term apathy and disinterest

Inability to recover from a loss; ongoing and overwhelming feelings of grief

Excessive frequency and intensity of mood swings (especially if perceived as uncontrollable)

Early Warning Signs (continued)

Persistent nightmare
Frequent expressions of hostility, anger, rage (especially if perceived as uncontrollable)
Pessimism about life, about one's future
Persistent physical complaints (especially if no physiological basis can be found) such as headaches, stomachaches, nausea, anxiety reactions
Difficulties in concentration, completing tasks, making decisions (especially if perceived as uncontrollable)
Delusions or hallucinations; loss of touch with reality

Late Warning Signs

Threatening to commit suicide, openly talking about death, not being around, not being wanted or needed
Dropping out of activities; increasing isolation and withdrawal
Feelings of helplessness, inability to change or control one's life
Feelings of extreme humiliation, loss of status
Radical personality or behavioral change
Sudden or increasingly dangerous risk taking behavior
Increasing feelings of aloneness, despair; perception that no one can help
Making final arrangements; giving things away, putting one's life in order
Sudden and inexplicable improvement in behavior; appearance
Students

Precipitating Events - Often one event will seem to trigger a suicide or suicide attempt. The most common of these seem to be:

Loss of a close relationship through:

Death or divorce
Breaking up with boyfriend/girlfriend
Suicide of a friend, family member or someone youth has known
Unexpected loss of status with peers or failure to achieve such status
Serious fight with parents or close peer
Being arrested for a crime (especially if incarcerated)
Sudden or unexpected failure or setback
Recent traumatic event such as moving, a car accident, a major loss or disciplinary crisis that makes facing the future seem impossible
Anniversary of someone else's suicide or death
Fear of a major change in life status such as graduation, moving
Actual major life change such as going on to college, staying behind while friends go to college.

Students

Safe Schools

The Board of Education welcomes the participation of the school community in an effort to ensure a safe, healthy and wholesome environment for students and staff in which respect for the rights and property of others is fostered.

The Board is committed to the prevention of violence or any manifestation of disrespect against people and/or property in the school or at school activities, whether by students, staff or others.

The Board may establish an advisory committee to review policies, regulations, plans and procedures and to make recommendations on practices of the district directed to ensure a safe and orderly school environment conducive to learning.

The Board shall review policies, regulations, plans and procedures that may be identified to:

1. Conform with Statute and Board Policy;
2. Be clear, complete and enforceable; and,
3. Appropriately disseminated to students, staff, parents and are available to the general public, upon request.

As determined by the Board, such work may include but not be limited to:

1. Student conduct and behavior;
2. Maintenance of public order on school property;
3. Substance use and/or abuse;
4. School emergency management;
5. Training for staff and students in conflict resolution and violence prevention; and
6. Building security measures, including procedures governing visitors to the schools and access to the school buildings.

Student safety shall be a priority of all school district personnel through close supervision of students in the school building on school grounds or on field trip and through special attention to:

1. Maintenance of a safe and orderly environment.
2. The establishment and monitoring of safe practices by school personnel. Attention to safe practices by staff and students in instructional areas or in extracurricular activities shall have high priority.
3. Development of school programs and activities consistent with appropriate abilities and limitations of students at each age level.
4. Offering safety education to students germane to particular subjects, as in classes such as Science, the Arts, and Health and Physical Education.

Students

Safe Schools (continued)

5. Appropriate first aid care for students in case of accident or sudden illness.
6. Adequacy of emergency response procedures at schools.
7. Maintenance of appropriate guidelines for the safe transportation of students.

(cf. 5131.6 Drugs/Alcohol and Tobacco)

(cf.5141.4 Child Abuse and Neglect)

(cf. 5141.5 Suicide Prevention)

(cf. 5141.3 Student Health Assessments and Immunizations)

(cf. 5141.21 Administering Medications)

(cf. 5141.22 Communicable and Infectious Diseases)

(cf. 6142.1 Family Life and Sex Education)

(cf. 6114 Emergencies and Disaster Preparedness)

(cf. 6114.7 Safe Schools)

Legal Reference: Connecticut General Statutes
10-220f Safety Committee
PA13-3 An Act Concerning Gun Violence Prevention and Children's
Safety (Sections 86, 87, 88)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Relations with Non-custodial Parents

The Board of Education, unless informed in writing otherwise, assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to these rights, the custodial parent will be required to submit a certified copy of the court order, to the Superintendent, which curtails these specific rights.

Unless there are specific restrictions imposed by court or other governmental agency, such as a final divorce decree which includes specific denial of visitation rights or a restraining order denying such rights, the non-custodial parent, upon written request may view the student's educational, medical or similar records maintained in such student's cumulative record, receive school progress reports, visit the child briefly at school and have an opportunity to conference with the student's teacher(s). All the foregoing rights are subject to the practices of the Board of Education and school administration procedures for implementation and compliance.

The Board of Education presumes that the person who enrolls a student in school is the student's custodial parent. Further, the parent with whom the student resides is treated as the custodial parent unless a legal document or signed parental agreement indicates otherwise. Verification may be required from the custodial parent.

While both parents can visit the student at school, only the custodial parent has the right to remove the student from school property. Only a verified note from the custodial parent will be cause for exception to this provision and the school reserves the right to confirm such note orally with the custodial parent before releasing the student to the custodial parent. If school personnel anticipate possible student abduction, law enforcement personnel are to be notified immediately.

The custodial parent has the responsibility to keep the school office informed as to the address of his or her residence, in a manner determined by the school, and how he/she may be contacted at all times. Any legal documents which restrict the rights of the non-custodial parent must be provided by the custodial parent.

Legal Reference: **Connecticut General Statutes**
 10-15b Access of parent or guardian to student's records
 46b-56 Access of records of minor children by non-custodial parent
 Federal Family Educational Rights and Privacy Act of 1974
 Department of Education 34 C.F.R. Part 99 (May 9, 1980 45FR 30802)
 regulations 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.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Student Dismissal Precautions

The school district is legally responsible for the safety of its students during the school day. Therefore, each building Principal will establish procedures to validate requests for early dismissal, to assure that students are released only for proper reasons, and only to authorized person(s).

Staff members shall not excuse any student from school prior to the end of the school day, or into any person's custody without the direct prior approval and knowledge of the building Principal, or his or her designee.

In keeping with these precautions, the following procedures will be adhered to:

- The building Principal or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent or guardian.
- Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian.
- Children of single-parent families will be released only upon the request to the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.
- Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise. Parents shall provide documentation concerning parental rights, including divorce decrees and restraining orders if any.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Discipline/Punishment

The public schools shall ensure the physical and mental health, safety and welfare of all students in attendance, and the maintenance of an atmosphere conducive to learning. Student behavior that is inimical to these purposes, the public interest, and the individual rights of school personnel and students will be dealt with through administrative and legal channels. In no case will a student be denied the procedural due process guaranteed by the Fourteenth Amendment.

Good behavior is expected from all students. Discipline may be secured through teachers' professional techniques, certain approaches toward controlling disciplinary situations, remedial treatment if disruptions occur, and cooperative techniques used by teachers and principal. In certain cases of continued and willful disobedience, or open defiance of authority, or habitual use of profanity or obscene language, or injury of school property, students will be liable for suspension or expulsion from school.

Corporal Punishment is not allowed.

The Board of Education shall assure that all students within its jurisdiction are informed, at least annually, of the Board policies governing student conduct.

(cf. 5114- Suspension/Expulsion)

Legal Reference: Connecticut General Statutes
 4-177 through 4-180 Contested Cases. Notice. Record.
 10-233a through 10-233f Suspension, removal and expulsion of student
 as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122,
 PA 08-160, PA 09-82, PA09-6 (September Special Session) and PA 10-111.
 21a240(9) Definitions
 53a-3 Definitions
 PA 94-221 An Act Concerning School Discipline and Security.
 PA 95-304 An Act Concerning School Safety
 Goals 2000: Educate America Act, Pub. L. 103-227
 18 U.S.C. 921 Definitions
 Title III – Amendments to the Individuals with Disabilities Act. Sec. 314
 Elementary and Secondary Schools Act of 1968, as amended by the Gun
 Free Schools Act of 1994
 PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
 20 U.S.C. Section 7114, No Child Left Behind Act

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Students

Section 504: Civil and Legal Rights and Responsibilities

The District recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity or those provided by the District through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment or is regarded as having such an impairment.

Major life activities, as defined by the Americans with Disabilities Act Amendments of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

In compliance with the provisions of Section 504, the District will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the District receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the District's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in District programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;
5. Annually identify and locate all Section 504 qualified students with disabilities in the District who are not receiving a free appropriate, public education;

Students

Section 504: Civil and Legal Rights and Responsibilities (continued)

6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure;
7. Provide nonacademic and extracurricular services and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;

Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

8. Annually notify students with disabilities and their parents or guardians of the District's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the District concerning the identification, evaluation or educational placement of their student pursuant to Section 504. (The District will request parental consent prior to conducting an evaluation of the student);
 - b. To examine, copy and request amendments of the student's educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding District decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the District that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the Superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students

Section 504: Civil and Legal Rights and Responsibilities (continued)

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the District shall conduct a manifestation determination to ascertain whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

If it is determined that the misconduct of the student is caused by the disability, the District's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the IDEA may be used to meet the procedural safeguards of law.

If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

Legal Reference: Connecticut General Statutes
 10-15c Discrimination in public schools prohibited.
 Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §§791, 793-794
 (2006), (34 Code of Federal Regulations Part 104)
 Americans with Disabilities Act of 1990, 42 U.S.C. §§12101-12213; 29
 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006)
 Americans with Disabilities Amendments Act of 2008

Policy adopted:

Students

Section 504: Civil and Legal Rights and Responsibilities

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a **"qualified individual with disabilities"** under Section 504 if he/she:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids etc., ameliorate the effects of the disability. (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the District as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
 - (3) Has no physical or mental impairment but is treated by the District as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. **"Physical or mental impairment"** means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;

Students

Section 504: Civil and Legal Rights and Responsibilities

Definitions (continued)

3. "Major life activities," as defined by the ADA, means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including, but not limited to, functions of the immune system normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. "Program or activity" includes all District programs and activities. The District will also ensure that contracts with those who provide services to the District, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. "Potentially disabling conditions" under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD)
 - b. Behavior disorders
 - c. Chronic asthma and severe allergies
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches
 - e. Diabetes

District Responsibilities

The Superintendent or his/her designee will:

1. Provide written assurance of nondiscrimination whenever the District receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the District's compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the District's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in District programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the District to coordinate the District's Section 504 compliance efforts;

Students

Section 504: Civil and Legal Rights and Responsibilities

District Responsibilities (continued)

5. Annually identify and locate Section 504 qualified students with disabilities in the District who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the District's responsibilities under Section 504;
7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing which is the responsibility of the District.
 - b. An opportunity to review relevant records.

Transportation

1. If the District proposes to terminate transportation services for a student who qualifies for services under Section 504, due to disciplinary reasons, the District will first determine the relationship between the student's behavior and his/her disability and provide the parent with notice of his/her rights.
2. If the District places a student in a program not operated by the District, the District will ensure that adequate transportation to and from the program is provided at District expense.

Evaluation

1. The District will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the Superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.
2. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Students

Section 504: Civil and Legal Rights and Responsibilities (continued)

Placement

1. In interpreting evaluation data and making placement decisions, the evaluation team will:
 - a. Draw upon information from a variety of sources;
 - b. Ensure that all relevant information is documented and considered;
 - c. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
 - a. Expulsion;
 - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 should be reported to the 504 Coordinator and will be processed in accordance with established District complaint procedures.

Students

Section 504: Civil and Legal Rights and Responsibilities

Grievance Procedure

I. Informal Level

- A. Any student, parent/guardian, staff member or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, religion, sex, sexual preference or disability shall contact the designated Compliance Coordinator within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Compliance Coordinator shall maintain a written record which shall contain the following:

1. Full name and address of Complainant
 2. Full name and position of person(s) who allegedly discriminated against the Complainant
 3. A concise statement of the facts constituting the alleged discrimination
 4. Dates of the alleged discrimination
- B. At the time the alleged discrimination complaint is filed, the Compliance Coordinator will direct the Complainant to the appropriate Principal or Administrator who will investigate the complaint and send a written report to the Coordinator. The Coordinator shall then meet informally with the Complainant and the individuals against whom the complaint was lodged, and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

This process shall take no longer than ten (10) working days from the time the complaint was received.

Students

Section 504: Civil, Legal Rights and Responsibility

Grievance Procedure (continued)

II. Formal Level

If the Complainant is not satisfied with these initial informal procedures and within twenty (20) work days from the date of the original discussion with the Coordinator of Section 504, more formal procedures may be initiated by the Complainant to further explore and resolve the alleged discrimination complaint at this level.

- A. The Complainant shall present the written alleged discrimination complaint to the Superintendent or designee who may resolve the complaint alone or with the appropriate principal/administrator.
- B. The Superintendent or designee shall inform all parties of the date, time and place of the grievance hearing and of their right to present witnesses or representatives, if desired. The designee shall provide assistance to the Complainant in understanding the grievance procedure process. A written record of the hearing shall be kept.

The Superintendent or designee shall hear and fully review the case within (15) days of receipt of the discrimination complaint. A written decision shall be sent to the Complainant within (5) days of the hearing.

If the complainant is not satisfied with the Superintendent's recommendation he/she may submit a written appeal to the Board of Education within fifteen (15) days of the Superintendent's decision.

With at least five (5) days notice given prior to the hearing, the Board of Education shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses and to have legal counsel or other representation, if desired. The Board of Education shall hear all aspects of the appeal and shall reach a decision within twenty (20) days of receipt of the written appeal. The decision shall be presented in writing to the complainant at its next regularly scheduled meeting.

The time limits as noted throughout may be extended by mutual agreement in writing.

Students

Section 504: Civil, Legal Rights and Responsibility

Grievance Procedure (continued)

Any person may also file a complaint of illegal discrimination with the Office of Civil Rights, John W. McCormick Post Office and Court House Building, 2nd floor, Post Office Square, Boston, MA 02109 or O.C.R. Washington, D.C. at the same time he/she files a grievance, during or after use of the grievance process or without using the grievance process at all. If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Parent/Student Rights

In Identification, Evaluation and Placement, Under Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of having or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA) but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

- I. The following is a description of the rights and options granted by federal law to students with disabilities (handicaps). The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:
 1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabling condition.
 2. Have the school district advise you of your rights and options under federal law.
 3. Receive notice with respect to identification, evaluation, or placement of your child.

Students

Section 504: Civil, Legal Rights and Responsibility

Parent/Student Rights (continued)

In Identification, Evaluation and Placement, Under Section 504 of the Rehabilitation Act of 1973 (continued)

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education or related services and/or general education intervention/modifications.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, evaluation data, and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
9. Have your child given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
10. Examine records relating to your child's educational program, including records relations to identification, evaluation and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records. State law provides that you are entitled to receive one free copy of your child's records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records.

Students

Section 504: Civil, Legal Rights and Responsibility

Parent/Student Rights (continued)

In Identification, Evaluation and Placement, Under Section 504 of the Rehabilitation Act of 1973 (continued)

13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing. This hearing will be according to the Family Education Rights and Privacy Act (FERPA).
14. Request an impartial hearing, or appeal related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. The costs for the hearing are borne by the local school district.

You and the student may take part in the hearing and have an attorney represent you at your expense. If you ultimately prevail on the issues raised at the hearing, you may be entitled to payment of all or part of your attorney's fees.

15. Initiate the hearing process by filing a written request for a hearing with the Superintendent of Schools or designee, indicating the specific areas of disagreement and the remedy that you are requesting. Any such requests should be filed within 45 days of the action or decision with which you disagree.
 16. File a court action if you are dissatisfied with the hearing decision.
 17. File a local grievance to resolve complaints of discrimination other than those involving the identification, evaluation or placement of a student.
- II. The person in this District who is responsible for assuring that the District complies with Section 504 and the Americans with Disabilities Act (ADA) is:

Special Services Director, Beecher Road School, 40 Beecher Road, Woodbridge, CT

Students

Section 504: Civil, Legal Rights and Responsibility

Parent/Student Rights (continued)

In Identification, Evaluation and Placement, Under Section 504 of the Rehabilitation Act of 1973 (continued)

- III. Organizations and agencies which you may contact to obtain assistance with evaluation/placement questions include, but are not limited to, the following:
- A. **Federal**
Office for Civil Rights
Boston Regional Office
Telephone: (617) 289-0111
e-mail: OCR.Boston@ed.gov
Fax: (617) 289-0150
 - B. **State**
Department of Education
Bureau of Special Education
and Pupil Services
Telephone: (860) 807-2025
 - C. **Low-Cost Legal Services**
Legal Aid Society of
New London County, Inc.
Telephone: (860) 447-0323
 - D. **Filing Complaints Electronically:**
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>
- IV. You also may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921. Any such complaints must be filed within 180 days of the possible act of discrimination.

Impartial Hearing Requirement

The District shall conduct when requested an impartial hearing for parents or guardians of students with disabilities under Section 504 concerning the identification, evaluation, or education placement of a student with a disability. The Connecticut State Department of Education does not conduct these hearings.

The hearing officer selected by the District to conduct these hearings may not be a District employee involved in the student's care or education; have a personal or professional interest in the child; be a Board member; or be involved in the formulation of state policy affecting students with disabilities.

Students

Section 504: Civil, Legal Rights and Responsibility

Impartial Hearing Requirement (continued)

The hearing officer may only review issues related to the identification, evaluation or placement of a child with a disability. The Section 504 hearing officer does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation unless such a claim is directly related to the District's failure to provide the student with a free, appropriate public education (FAPE). The Section 504 hearing officer may not hear discrimination, harassment or retaliation claims which are not a part of an issue related to identification, evaluation or placement of a child with a disability.

Parents/guardians utilizing these Section 504 procedural safeguards are not legally entitled to state mediation, state advisory opinion, state hearing or complaint resolutions. These procedures, under IDEA, are not part of Section 504 procedures.

To ensure fundamental fairness, the child's current agreed-upon placement shall be maintained while a Section 504 hearing is pending.

The Section 504 hearing is not an IDEA hearing and has a narrower due process focus. Minimum necessary procedures for Section 504 include: notice, a right to inspect records, an impartial hearing with a right to representation by counsel and a review procedure. There is no requirement that cross-examinations be allowed or that a court reporter be provided. (See Form "Section 504 Parental Rights")

Provisions of Services

Merely being classified under Section 504 does not mean the child should be taught by other than the regular subject area endorsed classroom teacher or unless:

- The child's written plan must describe the circumstances that prevent the child from receiving instruction from the regular certified teacher.
- The child requires services in a setting other than the regular education classroom.

Regulation approved:

If data are available, list the past three years of academic achievement scores. Attach appropriate documentation. (INFORM)

		State Assessment	District Assessment	Classroom Assessment
Reading	Test Date			
	Test Date			
	Test Date			
Math	Test Date			
	Test Date			
	Test Date			
Writing	Test Date			
	Test Date			
	Test Date			

NOTIFICATION OF PARENT RIGHTS
Section 504 of the Rehabilitation Act of 1973

Nancy White / District Coordinator
Woodbridge School District
203-389-2195

The purpose of this notice is to inform parent and student of the rights granted to them under Section 504. The federal regulations that implement Section 504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR). They include the following rights:

1. Have the district advise you of your rights under federal law;
2. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child evaluated by the district prior to determining eligibility under Section 504;
5. To be notified prior to any action (be it a proposal or refusal) regarding the identification, evaluation, or placement of your child;
6. Have evaluation, educational, and plan of services decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
7. Have periodic review of your child's educational need for Section 504 plan of services;
8. Have your child receive a free appropriate public education. This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
9. Have your child educated in facilities and receive services comparable to those provided nondisabled students;
10. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
11. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. File a local grievance with the District 504 Coordinator;
14. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district;
15. Hearing requests must be made to the District Section 504 Coordinator; or

Submit a complaint with the
Office for Civil Rights
US Department of Education
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-392

**Woodbridge Public School – Beecher Road School
Section 504 Eligibility Determination Form**

Student Information

Name: _____ Date : _____

Address: _____

Home Phone: _____ Work Phone: _____

Date of Birth: _____

Grade: _____ Teacher: _____

Person Making Referral: _____

Purpose of Meeting

_____ Determine eligibility under Section 504 _____ Initial _____ Review
 _____ Identify/review appropriate accommodations

Eligibility Criteria and Determination

1. Documentation regarding impairment (check those applicable and provide relevant data):

Assessment	Date	Result or source
CMT		
Record Review		
Report Card		
Attendance Record		
Academic Evaluation*		
Developmental History		
Psychological History		
Health history Assessment		
Physician documentation		
Language Arts Support		
Math Center Support		

*When indicated, parent has signed an authorization to release the school and physician/provider to exchange information/record(s) pertinent to the diagnosis of the physical or mental impairment? Yes _____ No _____.

2. Is a major life activity limited by the impairment without consideration of mitigating measures? If so, to what degree. Provide sources of information and attach evidence.

Major Life Activity	Source(s) of Information Describe and Attach	Severity			Duration	Degree of Limitation *				
		Mild	Moderate	Severe		1	2	3	4	5
Caring of oneself					Continuous or Intermittent					
Performing manual tasks					Continuous or Intermittent					
Walking					Continuous or Intermittent					
Seeing					Continuous or Intermittent					
Hearing					Continuous or Intermittent					
Speaking					Continuous or Intermittent					
Breathing					Continuous or Intermittent					
Learning					Continuous or Intermittent					
Reading					Continuous or Intermittent					
Concentrating					Continuous or Intermittent					
Thinking					Continuous or Intermittent					
Communicating					Continuous or Intermittent					
Working					Continuous or Intermittent					
Bending					Continuous or Intermittent					
Operation of a major bodily function**					Continuous or Intermittent					
Other					Continuous or Intermittent					

*1=negligible; 2=mild; 3=moderate; 4=substantial; 5=extreme. In order to meet the standard of **substantial limitation**, the student must be unable to perform a major life activity that the average person (age peer) in the general population (national norms, not local norms) can perform. Alternatively, the student must be significantly restricted as to the condition, manner, or duration under which an individual can perform a particular major life activity as compared to the condition, manner, or duration under which the average person (age peer) in the general population (national norms, not local norms) can perform the same major life activity

3. Has the team determined that the impairment substantially limits a major life activity?
 Yes No

4. Does the student meet Section 504 eligibility criteria? Yes No

**Beecher Road School
Section 504 Accommodation Plan**

Student Name:

Date:

Grade / Teacher:

Case Manager:

Functional Health /Mental Health Concern(s):

Specific Accommodations	Activity / Class	Person(s) Responsible for Implementation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Action(s) Taken

- Date: _____ Parent/Guardian provided written notice of rights
- _____ Notice of 504 meeting
- _____ Student found eligible under Section 504
- _____ Accommodation Plan developed (See page 3 or attachment A)
- _____ Accommodation plan not required at this time
- _____ Student found NOT eligible under Section 504
- _____ Student referred to planning and placement team (PPT)
- _____ Other (specify): _____
- _____ None at this time

Projected Review/Reevaluation Date: _____

**WOODBIDGE SCHOOL DISTRICT
Notice of Evaluation under Section 504**

Student Name: _____ D.O.B. _____

Date: _____ Teacher / Grade: _____

In order to determine if a disability that significantly impacts a major life function exists, the following evaluations are recommended:

<u>TEST / EVALUATION PROCEDURE</u>	<u>AREA OF ASSESSMENT</u>	<u>EVALUATOR</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The results of this evaluation will be discussed at the next scheduled meeting on _____, as well as any recommendations or accommodations.

PARENTAL CONSENT

_____ **I give my consent** for the Woodbridge Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

Parent / Guardian Signature _____ Date _____

_____ **I do not** give my consent for the Woodbridge Public Schools to conduct the evaluations described above.

Parent / Guardian Signature _____ Date _____

Woodbridge School District
Parental Authorization for Release of Information

Woodbridge School District abides by the limitations and regulations of the
Family Educational Rights and Privacy Act (FERPA.)

Child's Full Name: _____
Date of Birth: _____
Date: _____

Information requested: (*Note – Information to be released must be checked prior to obtaining consent.*)

- | | |
|--|---|
| <input type="checkbox"/> Psychological evaluation | <input type="checkbox"/> Demographic/social history |
| <input type="checkbox"/> Speech-Language evaluation | <input type="checkbox"/> Medical and developmental histories |
| <input type="checkbox"/> Vision evaluation results | <input type="checkbox"/> Medical diagnoses |
| <input type="checkbox"/> Hearing/audiological exam results | <input type="checkbox"/> Discharge summary |
| <input type="checkbox"/> Occupational therapy evaluation | <input type="checkbox"/> Individualized Education Program |
| <input type="checkbox"/> Physical therapy evaluation | <input type="checkbox"/> Individualized Family Service Plan |
| <input type="checkbox"/> Special ed. evaluation report | <input type="checkbox"/> Special education eligibility report |
| <input type="checkbox"/> Permission for special ed. evaluation | <input type="checkbox"/> Permission for special ed. services |
| <input type="checkbox"/> Verbal communication _____ | |
| <input type="checkbox"/> Other _____ | |

By my signature, I give consent for the information specified above to be released to School District from _____

Name of district, agency, person, etc.

Address: _____

Phone: _____

I understand that I may revoke this consent at any time and that my consent will automatically expire one year from the date that I sign this form. I understand that this information will only be disclosed to School District personnel who have a reason to access it for the purposes of record keeping and/or for determining this child's educational needs.

Signature of Parent / Guardian

Date

Printed Name of Parent / Guardian

**Woodbridge Public Schools
Section 504s
Attendance Record**

Student's Name: _____ D.O.B.: _____

Grade / Teacher: _____

Meeting Date: _____

Attendance:

Administrator: _____

Parent / Guardian: _____

Parent / Guardian: _____

Teacher: _____

Teacher: _____

Nurse: _____

School Counselor: _____

Psychologist: _____

Speech / Language: _____

Special Education Teacher: _____

Language Arts Coordinator: _____

Math Coordinator: _____

Other / Title: _____

Other / Title: _____

Other / Title: _____

Other / Title: _____

Woodbridge Public Schools
Section 504

Consent for 504 Accommodation Plan

Student Name: _____ Date: _____

_____ I give my consent for the 504 accommodation plan developed for my child.

_____ I do not give permission for the Woodbridge School District to provide accommodations for my child as required by Section 504 of the Rehabilitation Act of 1973.

(Parent / Guardian Signature) (Date)

Parents / guardians have the right to withdraw consent, once given, by communicating such intent in writing to the building principal.

If parents do not grant consent within ten days of a request for such consent by the school, this failure shall be construed as denial of consent.

Parents have the right to request resolution of any 504 complaint. They may do so by contacting the building principal or the District 504 coordinator. Parents have the right to contact the State Department of Education to request formal due process at any time.

**Woodbridge Public Schools
Section 504 Plan Review**

Student: _____ Date: _____

Grade / Teacher: _____

Case Manager: _____

Purpose of meeting: It is necessary to periodically review the student's progress under Section 504 services and make recommendations to continue, modify, or terminate the program(s). A Section 504 Plan should be reviewed once each year.

Discussion of Progress: _____

Recommendation:

- _____ Continue present services with no changes
- _____ Modify the present Accommodation Plan (see new plan attached)
- _____ Conduct additional evaluations
- _____ Exit from Section 504 services based upon the following evaluation results / rationale

Discussion of Recommendations: _____

The following members of the Section 504 Team participated in this review:

Signature: _____	Title: _____
Signature: _____	Title: _____
Signature: _____	Title: _____
Signature: _____	Title: _____

Woodbridge School District
Section 504 Grievance / Complaint Form
Nancy White / Section 504 Coordinator

Telephone - 203 - 389 - 2195

Fax - 203 - 389 - 2196

The School District pledges that the School District complies with Section 504 of the Rehabilitation Act of 1973, 29 USC § 794, and its implementing regulations, and that no discrimination on the basis of disability is permitted in the programs or activities that the School district operates. If you believe that discrimination has occurred against a student because of a disability, please complete, sign and submit this form to your school's principal or the School District Section 504 Coordinator, located at Beecher Road School, 40 Beecher Road, Woodbridge, CT.

Date: _____

On behalf of: _____

Complainant is: Student: _____

Student's Parent(s): _____

Other: _____

Address: _____

Street

City

State

Zip

Telephone: _____

Home

Work

1. Describe the alleged violation of Section 504 in specific terms. Include: (1) the specific incident or activity that is viewed as discrimination; (2) the individuals involved; (3) dates, times, and locations involved; and (4) the disability that forms the basis of the complaint (attach additional pages if needed).
2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.
3. Please describe how you propose to resolve this issue.
4. Do you wish this complaint to be mediated by the School District Section 504 coordinator or designee? No Yes

PLEASE RETURN THIS FORM TO THE BUILDING PRINCIPAL
COPY TO SCHOOL DISTRICT SECTION 504 COORDINATOR

Woodbridge School District
Section 504 Due Process Hearing Request Form

Student's Name _____ DOB: ____/____/____

Address: _____

City / State / Zip: _____

School: _____

Address: _____

City / State / Zip: _____

Phone: _____ Fax: _____

Parent Name: _____

Address: _____

City / State / Zip: _____

Phone: _____ Fax: _____

Problem and Facts: What is the nature of the problem and what are the facts that relate to the problem? (You may list more than one problem).

(Use additional pages if necessary)

Proposed Solution: Describe the actions or services that you believe will resolve the issues based on the information available to you.

(Use additional pages if necessary)

Signature of Individual Submitting Request: _____

Date: _____

Please print name here: _____

Address: _____

City / State / Zip: _____

Phone: _____ Fax: _____

Please Return This Form to the School District's Section 504 Coordinator

Woodbridge School District
Manifestation Determination Review for 504 Plans

Date of Meeting: _____ Date of 504 Plan: _____
Student: _____ DOB: _____ Grade: _____
School: _____ Date of Incident: _____

The 504 team held this meeting to determine whether or not the alleged misconduct of the pupil named above was caused by, or a direct manifestation of, the pupil's disability and whether or not the 504 Plan was being implemented. The team reviewed and considered pupil's health records, discipline records, evaluation results, observations of the student, information provided by the pupil's parents/guardians and pupil's 504 Plan.

Disability under Section 504: _____

Manifestation Determination:

Was the conduct in question caused by or was there a direct and substantial relationship to the child's disability?

YES NO

Was the conduct in question a direct result of the district's failure to implement the 504 Plan?

YES NO

A "No" answer to both of these questions indicates that the behavior is determined not to be a manifestation of the child's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities.

A "Yes" answer to either of these questions indicates that the behavior is determined to be a manifestation of the student's disability. The Section 504 team must convene a meeting and determine what supports are necessary to meet the student's needs in the least restrictive environment.

Comments:

_____	_____
Administrator / District Representative	Parent
_____	_____
General Education Teacher	Parent
_____	_____
General Education Teacher	Other
_____	_____
School Staff Member	Other

A copy of the written notice of this meeting that was provided to the parents is attached to this document. A copy of this document provided to the parent constitutes written notice of the 504 team decision. Enclose a copy of the *Section 504 Procedural Safeguards* with all written notices.

Students

Student Grievance Procedures (Title IX)

Designation of Responsible Employee

The Board of Education shall designate an individual as the responsible employee to coordinate school district compliance with Title IX and its administrative regulations.

The designee, the District's Compliance Officer, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Title IX and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students and employees of the District of the name, office address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students and employees.

Grievance Procedure

Any student or employee shall have a ready means of resolving any claim of discrimination on the basis of sex in the educational programs or activities of the District. Grievance procedures are set forth in administrative regulations.

Dissemination of Policy

The Superintendent of Schools shall notify applicants for admission, students, parents/guardians of elementary and secondary school students, sources of referral of applicants for admission, employees and applicants for employment that it does not discriminate on the basis of sex in the educational programs or activities which it operates and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference: 20 U.S.C. 1681-Title IX of the Educational Amendments of 1972
34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted:

WOODBIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

Students

Relations with Law Enforcement Agencies

The Board of Education recognizes that it is essential to cooperate with law enforcement agencies for the protection of staff and students, for maintaining a safe environment in the district schools and for safeguarding school property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged in the district. Law enforcement participation in such programs and activities is encouraged.

At the same time the Board also recognizes that the school system has the responsibility for the welfare of students while they are in the care of the schools. To carry out this responsibility of the school district, school officials shall observe the following:

A student is not immune from the law by virtue of his/her status as a student, nor is the school building a sanctuary from the law or the proper actions of law enforcement personnel. Whenever the police have a search warrant or an arrest warrant, they shall be admitted in the exercise of their designated authority.

In other situations, however, the interest of the individual, the students at large, and the school community may best be served by entrusting primary responsibility for the maintenance of order to school personnel. The Principal(s) shall have the authority, except as noted, to exclude the police from the school when police intervention is considered unwarranted.

Police Interviews of Juveniles

When a police investigation involves an interview of a juvenile, the police should arrange to have a parent present. The exceptions to this requirement are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern.

The following procedures will be observed in the event of a need to interview or question a student by a police official.

1. Student(s) will be questioned as confidentially and inconspicuously as possible.
2. The Principal will make a reasonable effort to inform parents so that they may be present during the questioning.
3. Any police interview shall be conducted in private and in the presence of a member of the school administration.
4. Preferably, the officer doing the questioning will wear civilian clothes.

Students

Relations with Law Enforcement Agencies (continued)

The arrest of an elementary school student for a felony or Class A misdemeanor may be considered an unlikely event. However, should that be the case, it is expected that any municipal or State Police Department seeking to arrest a student who is enrolled in the Woodbridge School District shall notify the Superintendent orally prior to or at the time of the arrest, and in writing, within 72 hours of the arrest. Such information shall be kept confidential in accordance with C.G.S. 46b-124.

Legal Reference: **Connecticut General Statutes**
10-221 Board of Education to Prescribe Rules, Policies and Procedure
10-233a-e Suspension and Expulsion Procedures
10-233g Arrested Students/Students on Probation
10-233h Arrested Students/Reports by Police
10-233j Student in Possession and Use of Telecommunications Device

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

*Regulation***Students****Guidelines for Cooperation with Local Law Enforcement Agencies****Criminal Activity Affecting the Operation of the School**

In certain circumstances the building Principal may require the assistance of police authorities in the investigation of possible criminal activity affecting the operation of the school. Should police involvement require the questioning of students on school grounds, the building Principal shall make a reasonable effort to notify the parent or guardian of a student to be questioned that such questioning is to take place and the parent or guardian of any such student may be permitted to be present during such questioning.

Criminal Activity Not Involving The Operation Of The School

Police interviewing or questioning of students regarding criminal activity not involving the operation of school shall generally not be allowed on school grounds. Where the criminal activity endangered students, disrupted the educational process or violated Board Policy, or where an emergency exists which requires speedy investigation, such questioning or interrogation of students may be allowed to take place with the approval of the Superintendent.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies and procedures
10-233a-e Suspension and expulsion procedures
10-233g Arrested students/students on probation
10-233j Student in possession and use of telecommunication

Students

Non-Discrimination

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

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status

46a-60 Discriminatory employment practices prohibited Federal Law

19-581 through 585 AIDS testing and medical information.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation

Public Act 11-55 An Act Concerning Discrimination

Policy adopted:

Students

Harassment/Intimidation

The Board of Education believes that all students and those who have a relationship or involvement with the school district should treat one another with respect for the individual's dignity. It is the policy of the board of Education that all students have a right to attend school in an environment free of discrimination, which includes freedom from all forms of harassment. The Board of Education in support of this belief prohibits all forms of harassment of students by other students, employees, outside vendors, contracted services providers and community members.

Harassment of students will not be tolerated. Any form of harassment related to a student's race, color, sex, sexual orientation, religion, national origin, age, disability (physical or mental), marital, or veteran status will be considered a violation of this policy and will be treated as a disciplinary matter. Harassment is a repeated or persistent form of inappropriate and deliberate conduct intended to annoy and/or undermine the student relationship.

If a student feels that he/she is being harassed by another student, employee, vendor, visitor, parent or other individual who has cause to be associated with the school district, the student should, if possible, first let the harassing person know of their objections. If the student finds it difficult to do so or that their first objections do not produce results, the problem characterized as harassment is to be reported immediately to the teacher or Principal. If the teacher or Principal is the source of the harassment, the individual making of a complaint shall report it to the Director of Special Services or the Superintendent.

To the extent possible, the student's confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, the student and/or parent/guardian will be informed of the outcome of the investigation.

This policy prohibits retaliation against any student who rejects, protests, or complains about harassment. The Superintendent will develop regulations detailing procedures for reporting and processing complaints in relation to harassment.

The Director of Special Services or another individual designated by the Superintendent will investigate every complaint of harassment, without bias or premature judgment. An investigation shall include interviews with the individual filing the complaint, the subject of the complaint, and others who may have knowledge of the situation.

The investigator will make every reasonable attempt to rationally and objectively resolve any questions of credibility between the complaining and the accused individuals. Information obtained during the course of an investigation of harassment will be maintained in confidence and released only to individuals who have a need to know.

Administration reserves the right to determine whether an incident is more properly investigated and handled under the bullying policy or the harassment policy and that an investigation and complaint resolution process under one policy serves to satisfy the complaint resolution process under the other policy.

Students

Harassment/Intimidation (continued)

Legal Reference: Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited
10-15c Discrimination in public schools prohibited. School attendance by five year olds. (Amended by PA 97-247 to include “sexual orientation”).
10-153 Discrimination on account of marital status.
17a-101 Protection of children from abuse

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et. seq.
29 CFR 1604, 11 EEOC Guidelines on Sex Discrimination.
Title IX, Educational Amendments of 1972, 20 U.S.C. 1681 et. seq.
34 CFR Section 106.8(b) OCR Guidelines for Title IX
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62 #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001).
Meritor Savings Bank, FSB v Vinson, 477 U.S. 57 (1986)
Faragher v City of Boca Raton, No. 97-282 (US Supreme Court, June 26, 1998)
Burlington Industries, Inc. v Ellerth, No. 97-569, (US Supreme Court, June 26, 1998)
Gebbs v Lago Vista Indiana School District, No. 99-1866 (US Supreme Court, May 24, 1999)
Davis v Monro County Board of Education, No. 97-843, (US Supreme Court, May 24, 1999)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge Connecticut

Students

Harassment/Intimidation

The Board of Education endeavors to provide all students with a school environment that is free from all forms of harassment. Harassment does not only depend upon the person's intention but also upon how the person who is the subject of the behavior reasonably perceives the behavior and is affected by it. Harassment will not be tolerated by, among or against students of the school district. The Board recognizes that harassing behavior can originate from a person of either sex against a member of either the opposite or same sex. All members of our school community are required to adhere to a standard of conduct that is respectful and courteous to students, district employees and the general public.

The Board of Education condemns and prohibits all harassment. Unwelcome behavior is harassment, if submission to or rejection of it is made implicitly or explicitly, a term or condition of instruction or participation in an educational activity or the basis of evaluation or an academic decision, or if it has the purpose or effect of creating a hostile, intimidating or offensive student environment. Examples of such behavior include unwanted touching, insulting or degrading comments and the display of explicit or suggestive gestures, objects words or practices.

It is the express policy of the Board of Education to encourage victims of harassment to report such claims. Students should promptly report complaints of harassment to the appropriate teacher or the building Principal or his/her designee. The Superintendent is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of harassment. The right to confidentiality of the complainant and the accused will be respected consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when such conduct has occurred. There shall be no retaliation whatsoever against an individual filing a complaint of harassment made in good faith.

In accordance with the law and Board policy, a substantiated charge of harassment against a student shall subject that student to appropriate corrective action, which may include suspension or expulsion, consistent with student discipline policy.

In an effort to provide a learning environment that is free of harassment, The Board directs the administration to educate students and staff about harassment, emphasizing the areas of awareness and prevention. In addition, the Woodbridge School District will provide staff development for administrators and supervisory personnel and will annually inform staff and students of this policy.

Procedure

Any students and/or parent or guardian who believes that he or she has reason to complain about harassment should report the alleged misconduct immediately to a teacher or the building Principal. The building Principal, or if the building Principal's conduct is in question, the Superintendent, will conduct a prompt, full and impartial investigation of any complaint of harassment and, if harassment is determined to have occurred, will design and implement prompt corrective action.

Students

Harassment/Intimidation (continued)

Reprisals or retaliation occurred, will design and implement prompt corrective action. Reprisals or retaliation against anyone making a good faith report of possible harassment will not be permitted.

All complaints of harassment will be treated with appropriate confidentiality and in accordance with Complaint Levels 1, 2 and 3 as set forth below. The parents of a child making a claim of, or accused of, harassment will be promptly notified of the complaint, included in its proceeding and apprised of the results of the investigation, consistent with applicable state and federal statutes and regulations.

Remedial Action

Students who are determined to have engaged in harassment will be subject to appropriate corrective action, including disciplinary action up to and including suspension and expulsion. Parents of children determined to have engaged in harassing behavior will be informed of the fact and about faculty resources available to assist them in avoiding recurrence of the behavior.

Employees who are determined to have engaged in harassment will be subject to appropriate corrective action, including disciplinary action up to and including suspension and/or termination.

False Complaint

It is determined that a complaint of harassment was not made in good faith or was deliberately false, the complainant will be subject to appropriate corrective action, which may include suspension or expulsion, consistent with student discipline policy.

Investigation in the Absence of a Complaint

The Board of Education may, in the absence of a victim's complaint, initiate an investigation upon learning of possibly harassing conduct.

Staff Responsibility

Any staff member who is made aware of a complaint of possible harassment must immediately report the complaint to the school Principal. The school Principal will verbally inform the Superintendent of Schools of the situation and Superintendent or designee will assure the complaint is given proper consideration, and at the same time, protect the rights of the individuals involved.

Confidentiality

The right to confidentiality of the complainant and the accused will be respected consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when such conduct has occurred.

Students

Harassment/Intimidation (continued)

Level 1 Complaint

Students and/or parent/guardian who believe they have reason to complain about harassment may request that an informal meeting be held between themselves and the appropriate member of administration. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

If a potential incident of harassment is articulated in the meeting, the teacher and/or administrator will promptly discuss the complaint with the alleged harasser(s). Should the harasser(s) admit engaging in harassment, the administration will implement or initiate corrective action as appropriate, including, if possible, obtaining the harasser(s) written assurances that the unwelcome behavior will stop and depending upon the severity of the charges, the implementation or recommendation of disciplinary action up to and including student suspension and/or expulsion. The administrator will prepare a written report of the incident and submit a copy to the Superintendent of Schools.

If the charges are substantiated, the complainant will be so informed and that appropriate action has occurred to remedy the situation. In addition, the complainant is to be informed that any recurrence of harassing behavior or any retaliatory behavior, either by the original harasser or others, should be promptly reported.

Should the alleged harasser deny engaging in harassment or should the administrator conclude that any incident did not constitute harassment, the administrator is to so inform the complainant and invite him/her to submit a Level 2 complaint. The administrator will file a report with the Superintendent of Schools, as appropriate, on the complaint and the actions taken to date. If the complainant does submit a Level 2 complaint, a copy of it will accompany the administrator's report. If administration deems it appropriate, investigation may continue even absent a Level 2 written complaint by the complainant.

Level 2 Complaint

Level 2 complaints may be submitted either initially to report any incidents of possible harassment or as a follow-up to an unsatisfactory resolution of a level 1 attempt to resolve a harassment complaint. In the latter case, the Level 1 complaint is to be submitted to or by the teacher and/or administrator originally consulted, who will then forward it to the Superintendent of Schools, as appropriate, for action.

Students

Harassment/Intimidation

Level 2 Complaint (continued)

The Level 2 complaint will be made on appropriate forms and be accompanied by copies of any applicable reports. The appropriate forms will solicit the specifics of the complaint including the names of the complainants, name(s) of the alleged harassers, date(s) and place(s) of the incidents, description(s) of the speech or behavior, names of any witness(es), and additional relevant information concerning the allegations and information concerning any previous action taken to resolve this matter.

Appeal Procedure-Level 3

The complainant(s) or the accused harasser(s) may appeal to the next supervisory level or to the Board of Education if there is dissatisfaction with a formal investigation's conclusion as to whether harassment has occurred or with any remedial action taken, provided they have successfully adhered to and followed Level 1 and Level 2 procedures. The appeal must include reference to the original complaint and a statement of the reason for the appeal. The Superintendent of Schools or finally the Board of Education will be provided copies of all relevant reports concerning the specific action being appealed along with the appeal document.

Legal Reference: Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited
10-15c Discrimination in public schools prohibited. School attendance by five year olds. (Amended by PA 97-247 to include "sexual orientation").
10-153 Discrimination on account of marital status.
17a-101 Protection of children from abuse

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et. seq.
29 CFR 1604, 11 EEOC Guidelines on Sex Discrimination.
Title IX, Educational Amendments of 1972, 20 U.S.C. 1681 et. seq.
34 CFR Section 106.8(b) OCR Guidelines for Title IX
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62 #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001).
Meritor Savings Bank, FSB v Vinson, 477 U.S. 57 (1986)
Faragher v City of Boca Raton, No. 97-282 (US Supreme Court, June 26, 1998)
Burlington Industries, Inc. v Ellerth, No. 97-569, (US Supreme Court, June 26, 1998)
Gebser v Lago Vista Indiana School District, No. 99-1866 (US Supreme Court, May 24, 1999)
Davis v Monro County Board of Education, No. 97-843, (US Supreme Court, May 24, 1999)

**WOODBIDGE SCHOOL DISTRICT
HARASSMENT COMPLAINT REPORT**

LEVEL 2

Name of Complainant: _____

Student's Parents/Guardian: _____

Home Address: _____ Telephone : _____

Date of Incident: _____ Time of Incident: _____ Date Reported: _____

Location of Incident: _____

Complaint Filed Against : _____

Witness: _____

Name	Address	Telephone
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_____	_____	_____
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_____	_____	_____
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Details (description) of complaint: (Please attach any additional information/documentation as necessary)

Recommended Action/Action Taken: _____

Signatures (Acknowledgments):

Complaint: _____ Date: _____

Parent/Guardian: _____ Date: _____

Subject of Investigation: _____ Date: _____

Principal: _____ Date: _____

Superintendent: _____ Date: _____

Reports of harassment shall be treated with all appropriate confidentiality.

**WOODBRIAGE SCHOOL DISTRICT
HARASSMENT COMPLAINT REPORT**

LEVEL 2

Name of Complainant: _____

Student's Parents/Guardian: _____

Home Address: _____ Telephone : _____

Date of Incident: _____ Time of Incident: _____ Date Reported: _____

Location of Incident: _____

Complaint Filed Against : _____

Witness: _____

Name	Address	Telephone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Details (description) of complaint: (Please attach any additional information/documentation as necessary)

Recommended Action/Action Taken: _____

Signatures (Acknowledgments):

Complaint: _____	Date: _____
Parent/Guardian: _____	Date: _____
Subject of Investigation: _____	Date: _____
Principal: _____	Date: _____
Superintendent: _____	Date: _____

Reports of harassment shall be treated with all appropriate confidentiality.

**WOODBIDGE SCHOOL DISTRICT
HARASSMENT COMPLAINT APPEAL**

LEVEL 3

Name(s) and Position(s) of Appeal Initiator: _____

Name(s) and Position(s) of Original Complainant: _____

Date of Original Complaint: _____

Date of Appeal: _____

This appeal is being submitted to the:

Superintendent _____

Board of Education _____

What is/are the decision(s) and/or remedial action(s) being appealed?

Why is/are the decision(s) and/or remedial action(s) being appealed?

Name of Appealing Party

Date

Reports of harassment shall be treated with all appropriate confidentiality

Students

Surrogate Parent Program

Any child considered by the school district to require special education and whose natural parents are unavailable as defined by law, or who is a ward of the state, may be provided a surrogate parent in the manner provided by law to act as the child's advocate in the educational decision-making process as specified in the law.

The law makes provisions whereby a parent or legal guardian or the student for whom a surrogate parent has been appointed may contest the surrogate parent appointment.

Legal References: **Connecticut General Statutes**
 10-94f Definitions
 10-94g Procedure to petition court for the appointment of a surrogate parent
 10-94h Appointment/term of surrogate parent
 10-94i Rights and liabilities of surrogate parents
 10-94j Regulations to establish qualifications and training procedures for surrogate parents (amended by PA 0048)
 10-94k Funding of surrogate program
 10-233 Notice as to disciplinary policies and actions
 PA 06-18 an Act Concerning Special Education
 Sec. 504 US Rehabilitation Act 29 U.S.C. 791

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Surrogate Parent Program

Any child considered by the school district to require special education and whose natural parents are unavailable as defined by law, or who is a ward of the state, may be provided a surrogate parent in the manner provided by law to act as the child's advocate in the educational decision-making process as specified in the law.

The law makes provisions whereby a parent or legal guardian or the student for whom a surrogate parent has been appointed may contest the surrogate parent appointment.

Legal References: Connecticut General Statutes
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10-94k Funding of surrogate program
10-233 Notice as to disciplinary policies and actions
PA 06-18 an Act Concerning Special Education
Sec. 504 US Rehabilitation Act 29 U.S.C. 791

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Personnel - Students

Survey & Screening of Students

Surveys and "screens" can be valuable resources to help schools improve educational services. A "survey" may consist of compilation of questions used to collect information for various purposes, including but not limited to, determining student knowledge and/or attitudes towards specific subjects, or to adapt or modify school programming. A "screen" is a generic tool, applied on a grade-wide or school-wide basis in order to obtain information for survey purposes, and/or to determine student qualification for class placement, school admission or other related purposes. A "screen" may become part of the student record. A "survey" will not become part of the student record.

Administrators, teachers, other school staff and the Board of Education may administer surveys or screens for purposes of assessing and/or improving character development and academic performance. Administrative approval is required for surveys and screens. When a survey or screen is used, every effort will be made to ask questions in a neutral manner to ensure the accuracy of the survey or screen. Student responses and data collected from surveys will not be used in any manner that would personally identify students; however, data collected may be shared with appropriate educational entities as permitted under the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g.

Teachers and other staff members at various points throughout the school year may perform surveys and screens. No student may, without parental notification, take part in any survey or screen that reveals information regarding:

1. Political affiliations or beliefs of the student or the student's parent(s);
2. Mental or psychological issues of the student or the student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, counselors, clergy etc.
7. Religious practices, affiliations, or beliefs of the student or student's parent(s) or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents and guardians will be notified prior to administration of each survey or screen. Any parent or guardian who does not want his or her child to take part in a survey or screen must, at the time of notification, inform the school principal in writing that his or her child may not participate in the survey or screening process.

Legal Reference: Connecticut General Statutes

C.G.S. 10-76v(b)

20 U.S.C. 1232g & 1232h

34 C.F.R. 98.4

Grade/Teacher	Girls	Boys	Total	2/19/2014	Grade/Teacher	Girls	Boys	Total
PreK					Grade 4			
DePalma	11	10	21		Don	12	9	21
Kindergarten					Echeverry	11	10	21
Belisle	9	10	19		Krawec	10	10	20
Coleman	10	10	20		Reizfeld	10	9	19
Dempsey	8	10	18		Waldron	13	7	20
Farnen	8	10	18					101
Salinardi	8	12	20		Grade 5			
Wyman-Antcil	9	11	20		Blinstrubas	8	10	18
			115		Guerra	8	10	18
Grade 1					McCollow	8	12	20
Fanelli	7	9	16		Mulligan	7	12	19
Domschine	10	6	16		Rourke	9	12	21
Piascyk	8	9	17		Szondy	11	9	20
DePalma	7	10	17					116
Sanders	8	9	17		Grade 6			
			83		Chase	9	11	20
Grade 2					Eleck	11	7	18
Buzzard	12	9	21		Holowienko	9	12	21
Hamm	11	10	21		Ngov	9	10	19
Ramia	10	11	21		Smerekanicz	10	9	19
Shepard	10	11	21					97
			84		M.A.G.			
Grade 3					Hart-Rooney 1	11	7	18
Concilio	9	9	18		Burness 2	11	7	18
Halsey	6	10	16		Ahern 3	11	8	19
Hutchinson	11	10	21		Golden 4	13	7	20
Lavigne	8	9	17					75
			72		Enrollment Totals			
ODD	2				764			
					Plus 2 OOD			
					<u>2</u>			
					766			

WOODBIDGE SCHOOL DISTRICT 2013/14 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
1	2	3	X4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27*	28*	29*	30

SEPTEMBER (19)				
Mon	Tue	Wed	Thu	Fri
X2	(3)	4	X5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER (22)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
X14	(15)	16	(17)	18
21	22	23	24	25
28	29	30	31	

NOVEMBER (18)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27*	X28	X29

DECEMBER (13)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	X24	X25	26	27
30	31			

JANUARY (20)				
Mon	Tue	Wed	Thu	Fri
		X1	2	3
6	7	8	9	10
13	14	15	16	17
X20	21	22	23	24
27	28	29	30	31

FEBRUARY (14)				
Mon	Tue	Wed	Thu	Fri
	4	5	6	7
10	11	12	13	14
X17	18	19	20	21
24	25	26	27	28

MARCH (21)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL (18)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
(7)	8	(9)	10	11
14	15	16	17	X18
21	22	23	24	25
28	29	30		

MAY (21)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X26	27	28	29	30

JUNE (15)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	(20)
23*	24	25	26	27
30				

NO SCHOOL BUILDING CLOSED	X
Jul. 4	Independence Day
Sep. 2	Labor Day
Sep. 5	Rosh Hashanah
Oct. 14	Columbus Day
Nov. 27	Workshop Day
Nov. 28-29	Thanksgiving Holiday
Dec. 23-Jan. 1	Holiday Recess
Dec. 24-25	Christmas Holiday
Jan. 1	New Year's Day
Jan. 20	Martin Luther King Day
Feb. 17	Presidents' Day
Feb. 17-18	Winter Break
Apr. 14-18	Spring Vacation
Apr. 18	Good Friday
May 26	Memorial Day

ABBREVIATED DAYS ()	
Sep. 3	First Day for Students
Oct. 15	Parent/Teacher Conference
Oct. 17	Parent/Teacher Conference
Apr. 7	Parent/Teacher Conference
Apr. 9	Parent/Teacher Conference
Jun. 20	Last Day for Students
<i>Dismissal Time 1:10 PM</i>	

SNOW DAYS MAKE-UP
June 16-20
Additional Days Beginning
April 14 -17

WORKSHOP DAYS (*)
Aug. 27, 28, 29
Nov. 27, Jun. 23

180 Student Days
186 Staff Days

BOARD OF ED. MEETINGS	
July 15	Jan. 21
Aug. 19	Feb. 24
Sep. 16	Mar. 17
Oct. 21	Apr. 21
Nov. 18	May 20
Dec. 16	June 16

Kdg. Bus Ride/Safety Demo	Aug. 19
Kindergarten Visitation	Sep. 3

Report Card Distribution	Dec. 6, Mar. 14 and June 20
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New Staff Orientation Aug. 26

Snow Days

WOODBIDGE SCHOOL DISTRICT 2014/15 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
	1	2	3	X4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26*	27*	28*	29

SEPTEMBER (20)				
Mon	Tue	Wed	Thu	Fri
X1	(2)	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER (22)				
Mon	Tue	Wed	Thu	Fri
		1	2	3
		6	7	8
X13	(14)	15	(16)	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER (17)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26*	X27	X28

DECEMBER (17)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	(23)	X24	X25	26
29	30	31		

JANUARY (19)				
Mon	Tue	Wed	Thu	Fri
			X1	2
5	6	7	8	9
12	13	14	15	16
X19	20	21	22	23
26	27	28	29	30

FEBRUARY (18)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
X16	17	18	19	20
23	24	25	26	27

MARCH (21)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20*
23	24	25	26	27
30	31			

APRIL (16)				
Mon	Tue	Wed	Thu	Fri
		1	2	X3
(6)	7	(8)	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY (20)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
X25	26	27	28	29

JUNE (11)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
(15)	16*	17	18	19
22	23	24	25	26
29	30			

NO SCHOOL/ BUILDING CLOSED	X
Jul. 4 Independence Day	X
Sep. 1 Labor Day	X
Sep. 25 Rosh Hashanah	
Oct. 13 Columbus Day	X
Nov. 26-28 Thanksgiving Holiday	X
Dec. 24-Jan. 2 Holiday Recess	
Jan. 19 Martin Luther King Day	X
Feb. 16 Presidents' Day	X
Feb. 16-17 Winter Vacation	
Mar. 20 Workshop Day	
Apr. 3 Good Friday	X
Apr. 20-24 Spring Vacation	
May 25 Memorial Day	X

ABBREVIATED DAYS ()	
Sep. 2	First Day for Students
Oct. 14	Parent/Teacher Conference
Oct. 16	Parent/Teacher Conference
Dec. 23	Holiday Recess
Apr. 6	Parent/Teacher Conference
Apr. 8	Parent/Teacher Conference
Jun. 15	Last Day for Students

Dismissal Time 1:10 PM

SNOW DAYS MAKE-UP
June 16-26
Additional Days Starting
April 20

WORKSHOP DAYS (*)
Aug. 26, 27, 28
Nov. 26, Mar. 20, Jun. 16

OPEN HOUSES	
Sep. 4	Grades 5/6
Sep. 10	Grades 3/4/MAG
Sep. 11	Grades K/1/2

181 Student Days
186 Teacher Days

Kdg. Bus Ride/Safety Demo	Aug. 20
Kindergarten Visitation	Sep. 2

BOARD OF ED. MEETINGS	
July 21	Jan. 20
Aug. 18	Feb. 23
Sep. 15	Mar. 16
Oct. 20	Apr. 20
Nov. 17	May 19
Dec. 15	June 15

Report Card Distribution	Dec. 9, Mar. 23 and June 15
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New Staff Orientation	Aug. 25
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BOE Approved

Existing policies, presently numbered 3000 and 3001 adopted 1/20104, appropriate as combined and renumbered

Business/Non-Instructional Operations

Concept and Roles in Business and Non-Instructional Operations

The Board of Education recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board of Education shall:

1. Encourage advance planning through the best possible budget procedures.
2. Explore all practical sources of dollar income.
3. Guide the expenditure of funds so as to extract the greatest educational returns.
4. Establish top-quality accounting and reporting procedures.
5. Maintain the level of unit expenditure needed to provide high quality education within the ability of the community to pay.

Non-Instructional Operations

The operation and maintenance of school plant and equipment shall set high standards of safety, to promote the health of students and staff, to reflect prudent management of available resources and to support environmentally the efforts of the staff to provide a good education.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 3110 adopted 10/18/04, appropriate as renumbered except for update to legal reference.

Business/Non-Instructional Operations

Budget/Budgeting System

Annual Operating Budget

General

The Board of Education shall prepare an annual operating budget for the school district, consistent with provisions of State statutes and Board of Finance requirements that govern preparation, timelines and available appeal procedures of reductions to the educational budget.

Establishing Budget Priorities

Before developing and adopting a proposed budget, the Board of Education shall study school programs in relation to present and future students and community needs and establish budget priorities for the fiscal year.

Supplemental Appropriations

State law provides procedures through which, subsequent to approval of the annual budget, additional appropriations may, if required, be requested by the Board of Education from the Board of Finance. Prior to requesting supplemental funds, the Board shall make every reasonable effort to live within the original appropriation and maintain essential educational programs.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. Financial information system

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3150 adopted 10/18/04, appropriate as written.

Business/Non-Instructional Operations

Adoption of Budget

The Board of Education will present an itemized estimated cost for the operation of the public schools to the Board of Finance on or before the requested date for review prior to the annual town meeting at which appropriations are to be made. The estimated cost for operation of the public schools for the ensuing year shall be the final budget for the schools, modified, if necessary, by any difference in the amount requested by the Board of Education and the amount appropriated by the town for the operation of the schools.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3160 adopted 7/19/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Transfer of Funds Between Categories; Amendments

The Board of Education may transfer any unexpended or uncontracted for portion of any appropriation for school purposes to any other item of such itemized estimate, but all expenditures shall not exceed the total appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes. The approval of such transfers shall be based upon need, emergencies, and/or circumstances that were unforeseen at the time of the adoption of the budget, or a reordering of priorities during the fiscal year.

The Board authorizes the Superintendent and/or Business Manager to make limited transfers under emergency circumstances if the urgent need for a transfer prevents the Board from meeting in a timely fashion to consider such transfer.

The Board establishes the following criteria for authorization of above transfers:

Principals, ~~the Curriculum Coordinator~~ and the Special Education Director have the authority to transfer funds within object codes (i.e. supplies, furniture, equipment, etc. from one department to another) within their budgets for amounts not to exceed \$1,000.

The Superintendent has the authority to:

- Transfer funds between object codes not to exceed \$5,000.

All other transfers shall require authorization from the Board of Education. In all cases transfers will be reported at the subsequent Board of Education meeting.

**Legal Reference: Connecticut General Statutes
10-222 Appropriations and budget (as amended by PA 98-141)**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3170 adopted 6/20/94, appropriate as written, except for addition of legal reference if still current practice.

Business/Non-Instructional Operations

Budget Administration Extended Day Programs Board Sponsored Programs

The Board of Education may offer an Extended Day Program, a Summer Enrichment Program, a Summer Reading Program and other similar programs. The Extended Day Program shall be in conformity with existing State Department of Education specifications and requirements for extended school day programs. A goal is to provide an enrichment program while meeting the needs of as many families as possible.

1. Reports and Record-keeping

The Superintendent will insure that all legally required and other appropriate and necessary records are maintained on file by the Woodbridge School District, including financial accounts, business records, personnel and program enrollment information and other information appropriate to program operation. The Superintendent will provide to the Board of Education for review periodic income/expense reports.

2. Program Fees

Program fees shall be set by the Superintendent/Extended Day Program Director at such a rate to fully support the program, including the cost of personnel, insurance, materials, bookkeeping and record-keeping, overhead costs and other costs associated with the program. Any surplus or deficit in the Program shall be reviewed by the Board of Education. Any surplus monies spent outside of the goals of the program will be determined by the Board of Education.

3. Employment and Contracts

Teachers and other staff members, including the Director, are employees of the Board of Education. Employment contracts for all Directors, including all stipends, shall be reviewed and approved by the Board of Education.

4. On Site Medical Coverage

The Extended Day Program Director shall maintain a current CPR/First Aid Certification. It will be the responsibility of the Director to insure that the program has continuous on site coverage by an employee certified in CPR/First Aid.

**Legal Reference: Connecticut General Statutes
10-222 Appropriations and budget (as amended by PA 98-141)**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3250 adopted 11/15/04, appropriate a written.

Business/Non-Instructional Operations

Materials/Services Fees, Charges

In line with the responsibility of the state to provide a free public school education, the Board of Education will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use.

Copies of Records

Any person who applies in writing will receive a plain or certified copy of any public record. A fee not to exceed fifty cents per page will be established.

(cf. 9330 Board/School District Records)

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records.

10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, material and equipment.

10-228a Free textbook loans to pupils attending non-public schools.

10-229 Change of textbooks.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3280 adopted 7/12/08, appropriate as written.

Business/Non-Instructional Operations

Gifts, Grants and Bequests

The Superintendent of Schools shall be authorized to accept, on behalf of the Board of Education, gifts, grants and bequests to the school system valued at \$1,000 or less and shall inform the Board of such gifts, grants and bequests. Contributions of gifts, equipment or services in excess of \$1,000 in value or that may involve major costs for installation or maintenance, or initial or continuing financial commitments from school funds, or special requests by donors shall be presented to the Board of Education for approval. Gifts, grants and bequests from the PTO, however, shall be brought to the Board at the discretion of the Superintendent.

Review and approval of gift, grants and bequests shall adhere to Board Policy 1324 and the following guidelines:

1. Gifts, grants and bequests deemed eligible for acceptance may include money, services, programs, equipment, furniture, works of art, library materials and/or other items of value.
2. Anticipated gifts, grants and bequests shall not supplant Board of Education responsibility for educational funding, nor shall outside funding produce major educational inequities.
3. School staff and the educational program shall be safe-guarded against any inappropriate influence or constraints from individual or corporate donors because of their contributions to the school district.
4. Public recognition for received gifts, grants and bequests shall be appropriate and balanced.
5. Gifts and equipment contributed to the schools shall become the property of the Board of Education and subject to the same controls and regulations that govern the use of other district-owned property. All gifts and equipment shall be used and expended at the Board of Education's discretion. The Board shall consider the special requests of donors before the acceptance of any gift and evaluate the donor's requests in light of the laws of this state, the policies and procedures of the school district, and the short and long-term interests of the district.

Legal Reference: Connecticut General Statutes
7-194 Powers
10-9 Bequests for Educational Purposes

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3313 adopted 4/16/01, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Relations with Vendors

The Board of Education desires good working relationships with vendors who supply materials, supplies and services to the school system. Constructive efforts by the administration, and other district employees, to seek the advice and counsel of vendors about how to continue and to improve such relationships are encouraged.

Cooperative Purchasing

The Board of Education authorizes the Business Manager to participate in cooperative purchasing of materials, equipment, supplies, and services with other school districts or municipal sub-divisions where the participation will serve the best interests of the school system.

Requisitions

A requisition, duly signed, must be completed prior to issuance of a purchase order. Exceptions may be made in emergency situations.

Purchase Orders

A purchase order is required for all purchases and must be approved by the Business Manager or Superintendent.

Routine purchases (such as fuel, some equipment repair, and some maintenance services, and other items of a repetitive nature) do not require a purchase order.

Estimates

Where no firm price is obtainable, an estimate shall be made prior to placing a purchase order.

Soliciting Prices

Whenever possible and/or practical, competitive pricing will be secured on all materials, equipment, supplies, and services needed by the school system. Competitive pricing may consist of formal bidding, negotiations or informal pricing such as by letter or telephone, and by price quotations.

Expenditures up to \$1,000

Quotations, verbal or written, should be obtained prior to placing an order, except in emergencies or when specialized equipment or products are involved.

Business/Non-Instructional Operations

Relations with Vendors (continued)

Expenditures from \$1,000 - \$10,000

Quotations based on general specifications FOR A SINGLE ITEM must be obtained from at least two (2) suppliers before placing an order.

Expenditures in Excess of \$10,000

Formal written bids, based on specific written specifications, shall be invited by advertising in area newspapers or by mailing to a bid list, if one exists, and shall be received sealed at a specified date, time, and place and publicly opened.

Award of Orders

In general the lowest responsible bidder will be awarded the order. Consideration shall be given to quality, delivery, terms, and other conditions required by the order.

State Bids

When Connecticut state bids are available for services and materials, such services and materials may be purchased without additional quotes or bids from suppliers who have been awarded the state bids.

Exceptions

Professional and consulting services, specialty items, repetitive services and supplies, equipment service contracts, and other non-competitive categories may be exempted from above procedures if it can be demonstrated that such an exception is favorable to the Town of Woodbridge and the Woodbridge School District.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and Affirmative Action Provisions in Contracts of the State and political subdivisions rather than municipalities.

4a-60a contracts of the state and political subdivisions, other than municipalities to contain provisions re nondiscrimination on the basis of sexual orientation.

46a-58 through 46a-81 re discriminatory practices

Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq. as amended by

Title IX, Equal Employment Opportunity Act

Title IX of the Education Amendments of 1972; 42 U.S.C. 1134n et seq. (Higher Education Act)

Existing policy, number 3320 adopted 5/16/06, appropriate as written.

Business/Non-Instructional Operations

Purchasing Procedures

The duties of purchasing for the Board of Education shall be directed by the Superintendent through the School Business Manager, who shall conduct all purchase transactions for the district in accordance with the annual budget spending plan.

The procurement function is one of the major business responsibilities of the Board of Education. The duties of purchasing for Board of Education approval should be centralized under the Business Manager. The Business Manager shall conduct all purchase transactions for the district.

The Business Manager shall be familiar with and perform all purchasing activities within the limitations prescribed by law, legal opinions, and in accordance with Board of Education policies. Four fundamental functions of the Business Manager are as follows:

1. Buy the proper product for the purpose required.
2. Have the product available when needed.
3. Buy the proper amount of the product.
4. Pay the proper price.

Every transaction between a buyer and seller involving the transfer of property shall be by purchase order or formal contract.

Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.

Specifications governing materials are a joint responsibility of the educational and business department. In the procurement of the required materials, the Business Manager shall ensure that all materials procured will meet the needs of the educational program.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3321 adopted 5/16/06, appropriate as written.

Business/Non-Instructional Operations

Requesting Goods and Services

Requisitions for budgeted items shall originate from the key personnel directly responsible for their use. The Superintendent of Schools shall arrange appropriate administrative reviewing channels whereby all requisitions will be examined and approved, or disapproved, for purchasing.

The Business Manager shall receive the process requisitions in a manner most beneficial to the overall purposes of the school.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3324.1 adopted 4/26/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Contracts

All contracts between the district and outside agencies shall conform to prescribed standards as required by law.

All contracts between the district and outside agencies shall be prepared under the supervision of the Business Manager, and where appropriate, subject to approval of the legal advisor of the district.

All contracts or obligations which commit funds to a subsequent budget year shall be approved by the Board of Education.

Affirmative Action

The Woodbridge School District shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, religious creed, age, marital status, national origin, sex, or physical handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

Ordering Goods and Services

The Board of Education authorizes the Superintendent to purchase and to supervise the purchase of all materials, equipment, supplies, services, and contracts for the school division in accordance with accepted purchasing practices.

Legal Reference: **Connecticut General Statutes**
Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq. as amended by
Title IX, Equal Employment Opportunity Act
Title IX of the Education Amendments of 1972; 42 U.S.C. 1134n et seq.
(Higher Education Act)
4a-60 Nondiscrimination and Affirmative Action Provisions in Contracts
of the State and political subdivisions rather than municipalities.
4a-60a contracts of the state and political subdivisions, other than
municipalities to contain provisions re nondiscrimination on the basis of
sexual orientation.
10-248 Payment of School Expenses

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3326 adopted 5/16/06, appropriate as written, except for addition of legal references.

Business/Non-Instructional Operations

Paying for Goods and Services

The Superintendent is authorized by the Board of Education to pay for goods and services under the following conditions:

1. When contracted for within budgetary limits.
2. When purchased according to relevant purchasing policies and regulations.
3. As certified by the Business Manager as having been received in acceptable condition.

**Legal Reference: Connecticut General Statutes
10-248 Payment of School Expenses**

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3434 adopted 11115/04, appropriate as written.

Business/Non-Instructional Operations

Periodic Audit

An audit of all accounts of the Woodbridge School District shall be made annually by a certified public accountant selected by the town.

The audit shall include all funds of the district including appropriated budget funds, all student activity funds, cafeteria funds and accounts, and any other funds under the control or jurisdiction of the Board of Education, or pursuant to a joint powers agreement. The audit shall identify all expenditures by source of funds, and shall contain (1) a statement that the audit was conducted pursuant to standards and procedures approved by the state of Connecticut and (2) a summary of audit exceptions and management recommendations. Auditors also shall follow procedures outlined in CGS 10-260a Auditing of State Grants for Public Education. Review of Procedures Manual.

Any communications from the auditor which result from the annual financial audit will be placed on the agenda of the Board of Education at a regularly scheduled public meeting and shall be reviewed by the Board of Education. The Certified Public Accountant shall be asked to attend the meeting, when appropriate.

Legal Reference: **Connecticut General Statutes**
 7-392 Making of Audits
 7-393 Working papers of accountant; preservation for inspection
 10-260a Auditing of state grants for public education

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3510 adopted 8/20101, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Operation and Maintenance of Plant

An effective educational program requires clean, healthful, safe, businesslike and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities. In order to carry out an efficient maintenance program, the custodians must receive the cooperation of the pupils, the teachers and administrators.

Each custodian must have a daily work schedule in order to accomplish his/her part of the overall task. He/she must be given directions on how to perform the various duties assigned to him/her. The Facilities Manager must supervise and check to ensure that all custodians are doing their share of the work to the best of their ability. The Facilities Manager shall keep the Superintendent and Building Principals informed of all of the ongoing maintenance issues and interact on a daily basis with the Building Principals in matters of daily operation of the school building.

Legal Reference **Connecticut General Statutes**
10-203 Sanitation

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3515 adopted 3/15/04, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Use of School Facilities

The Board encourages programs that benefit the community and its school children and supports such programs through the use of its facilities.

The building and grounds of the school district are public property. The Board of Education may allow their use for purposes other than education when they are not in use for school purposes.

The Board of Education may grant the use of the school facilities for activities of an educational, cultural, civic, social, recreational, governmental and general political nature which are sponsored by responsible local persons, organizations, agencies, or institutions, as permitted by law.

In collaboration with the school district, the Recreation Commission may determine whether the building or grounds is to be used by another organization or group.

Types of Activities Which Will Not be Permitted

1. Activities propagating the overthrow of the United States the State of Connecticut, or local governmental agencies.
2. Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment of the schools.
3. Any purpose, which is in conflict with school activities.
4. Any activity, which includes commercial advertising.
5. Fund-raising campaigns except as permitted by Board of Education policy or by special action of the Board of Education.
6. Activities, which are discriminatory in the legal sense.
7. Any activity that would include alcoholic beverages on school grounds or in the building.

Application for Use of the Building or Grounds

1. Application for all activities will be filed on the prescribed form in the Principal's Office or the Office of the Superintendent.
2. The Superintendent or his/her designee will have the right to act on all applications. The Superintendent, however, may refer any individual request to the Board of Education or the Recreation Commission for its action.
3. All fees and policies associated with the use of facilities by other than school groups shall be set by the Superintendent.
4. A schedule of costs/fees for activities in the school or on its grounds outside the hours of the school day is provided in the attached regulations.

Business/Non-Instructional Operations

Community Use of School Facilities

Legal Reference: **Connecticut General Statutes**
10-239 Use of School Facilities for Other Purposes
Equal Access Act, 20 U.S.C. ss 4071-4074
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in
No Child Left behind Act of 2001)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 3515 approved 3/15/04, appropriate as written.

Business/Non-Instructional Operations

Use of School Facilities

Rental of Beecher Road School

Category "A" -No Charge for Use

1. Official Town activities, such as Town Meetings, Hearings, Elections and meetings of Boards, Commission, Committees, etc.
2. Local political party Town Committee Meetings and Caucuses.
3. Political Party Conventions.
4. Town sponsored activities.
5. Other government agencies (State representatives, federal, census).
6. Organizations composed primarily of Woodbridge residents, open to all residents of the Town, designated by the Board of Education as falling into this category.
7. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "B" - Reduced Rentals

1. Organizations composed primarily of Woodbridge residents, which are not open to all residents of the Town, such designations to be made by the Board of Education.
2. Woodbridge religious institutions.
3. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "C" - Full Rental

1. Those organizations not falling into Category "A" or "B" - Private Parties.
2. Rental Schedule- Four (4) Hours or portion thereof:

	<u>Schedule B</u>	<u>Schedule C</u>
Classroom	\$20	\$50
Cafeteria	\$50	\$75
Gymnasium	\$50	\$100

Business/Non-Instructional Operations

Use of School Facilities (continued)

Private Groups

Will be charged for use of room(s) plus the per hour charge of the custodian (including costs of benefits).

\$100 refundable damage deposit per area rented- Gym \$100; Cafe \$100. Exclusive Use
Any private group having exclusive use of a given space will be charged on a per footage basis.

Legal Reference: **Connecticut General Statutes**
10-239 Use of School Facilities for Other Purposes
Equal Access Act, 20 U.S.C. ss 4071-4074
Good News Club vs. 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)

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Regulations and Procedures for Use and Rental of DRS

1. The presence of one building custodian is required.
2. No kitchen equipment may be used by outside agencies.
3. The public address system is to be set up by the building custodian.
4. If, in the judgment of the Board of Education, police or other services are required, the organization using the facilities must provide them and pay for them.
5. All rental fees are to be paid prior to the event. Checks are to be made payable to the Town of Woodbridge and are due three (3) days prior to the rental date.
6. Fees for special attendance services are to be paid within five (5) working days after the event. Checks are to be made payable to the Town of Woodbridge.
7. Sponsoring organizations are responsible for the conduct of all persons in attendance and for any property damage done.
8. No organization shall use the facility after 11:00 PM.
9. The consumption and sale of alcohol on school property is forbidden by Ordinance.
10. Smoking is prohibited in the building as well as on all grounds.
11. Gambling is prohibited in the building as well as on all grounds.
12. Category C sponsoring organizations will be required to have a public liability and property insurance policy and workers compensation policy when applicable. A certificate shall be provided to the Board of Education prior to the event. Insurance coverage required: \$300,000 per person; \$500,000 each occurrence; and \$25,000 property damage or \$500,000 single limit.
13. BRS shall be available Monday - Friday, 3:45 PM - 11:00 PM. The going rate for custodial fees will be set by the Board of Education based on contractual obligations.
14. All rental information and applications are available at the Beecher Road North and South School Offices. An agreement for use or rental must be signed by the Building Principal and the Superintendent.

Existing policy, number 3516 adopted 4/16/01, appropriate as written except for addition of legal references

Business/Non-Instructional Operations

Safety

The Woodbridge Board of Education is committed to providing the resources necessary to establish and maintain a safe and orderly environment in support of the instructional mission of the school system. The procedures related to monitoring and the action(s) taken by school administration to insure a safe school setting for all children, staff and authorized visitors to the school grounds and building(s) will be reviewed by the Board of Education annually.

A detailed plan implementing this policy, will be maintained in the offices of the Board of Education and school administration. The plan will be reviewed on an annual basis by the Superintendent and a report to the Board of Education will be made regarding the status of school safety and security. The Board may exercise its prerogative to conduct this evaluation of school safety in Executive Session.

It shall be the responsibility of all school personnel to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to an administrator any condition, incident or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to diminish the responsibility of teachers to supervise students or the Principal's role in implementing policies of the Board of Education.

The following is a partial but not necessarily complete listing of items requiring administrative monitoring:

1. Building access and surveillance
2. Security evaluation
3. Existing policies and guidelines for a full range of emergency situations
4. Visitor identification procedures
5. Risk evaluation
6. Preventative measures
7. Security alarm and notification systems
8. Local energy response conduct (for instance, power outages, communications failure)
9. Educational programs
10. Identification and determination of appropriate equipment required to meet the district Safety and Security Plan
11. Communication system
12. Lockdown procedures
13. Crisis management plan(s)
14. Boilers, housekeeping and facility procedures
15. Oversight of personnel charged with responsibilities for Safety and Security
16. Training of personnel in proper response procedures
17. Traffic patterns and procedures for the drop-off and pick-up of students

Business/Non-Instructional Operations

Safety (continued)

Precautionary measures against fire, explosion or other hazards shall be established together with appropriate instructions and drill for students and other school personnel in procedures to be followed in event of potential emergencies. Specific protocols for events and emergency procedures shall be maintained by the Building Principals; and staff shall be apprised annually of the location and requirements associated with the protocols. Protocols shall be maintained in a central book labeled Crisis Manual, which shall be reviewed and updated annually by Building Principals and distribution is school-wide to professional staff and substitutes.

Precautionary measures for safety of students on streets and sidewalks in the vicinity of school buildings shall be established and observed. Precautionary measures for safety of students within school buildings shall be established and observed. For example, rules established by administrators in charge should:

1. Prevent the accumulation of materials anywhere, especially in areas, which are flammable, noxious or otherwise dangerous unless adequate safeguards are provided.
2. Keep stage auditorium and large meeting areas free of debris. Custodians shall observe standing instructions to discard anything not part of regular stage equipment within 24 hours following the completion of performance.
3. Keep walkways clear of snow or other obstructions and safe for pedestrian traffic at all times.
4. Meet federal, state and local requirements related to health and safety.
5. Defined procedures to address emergency response and provide school communication support as needed through an identified Crisis Team of school personnel.

Legal Reference: Connecticut General Statutes
10-203 Sanitation
10-207 Duties of Medical Advisors
10-231 Fire Drill
9-389 Stairways and fire escapes on certain buildings

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3517 adopted 8/20101, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Maintenance and Security of Buildings and Grounds

Buildings constitute one of the greatest investments of the School District. It is in the best interest of students and taxpayers to protect that investment adequately. Facility maintenance requires:

1. Identification and maintenance of procedures intended to provide for the maintenance and upkeep of the facility and the well-being of students and staff when in the charge of the Board of Education.
2. Minimizing fire hazards.
3. Reducing the probability of faulty equipment.
4. Guarding against the chance of electrical shock.
5. Keeping records and funds in a safe place.
6. Protection against vandalism and burglary.
7. Adherence to the policies and procedures established by the Board of Education State and official in matters of health, safety and security of the facility.

The Business Manager is charged with establishing and monitoring, under direction of the Superintendent, insuring follow-up through the office of the Facilities Manager such rules and regulations as may be needed to provide for maintenance at buildings, grounds and facilities.

Day-to-day building operations, of a custodial or maintenance nature related to students, staff and instruction, will fall under the direction of the Principal(s).

Legal References: Connecticut General Statute
9-389 Stairways and fire escapes in certain buildings

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy adopted 11/21/2011, appropriate as written.

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 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

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: November 21, 2011

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation approved 1112112011, appropriate as written.

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: November 21, 2011

WOODBRIIDGE 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.)

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: _____

Existing policy, number 3541 adopted 8/20/01, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Transportation

The Board of Education shall provide transportation for students under provisions of state law and regulations. The Superintendent of Schools is directed to administer the transportation system so as to:

1. Provide for the safety of the students.
2. Insure desirable student behavior while students are being transported.
3. Arrange appropriate modified transportation for handicapped students based on need.
4. Employ bus contractors.

Transportation by private carrier may be provided whenever such practice is preferable to using school district-owned vehicles. A parent may be reimbursed for the transportation of an eligible student(s) whenever such a practice is justified by economics, district inconvenience, hazards, location, or any other reason deemed justifiable by the Superintendent.

Personal Qualifications

1. Bus contracts shall be awarded to individuals who are at least 21 years of age. A bus contract holder shall become ineligible to drive upon reaching his/her 70th birthday.
2. Prior to the granting of a contract, the Superintendent shall insure that each applicant is interviewed to help to determine the applicant's suitability as a bus contract holder. The Superintendent shall, as part of the selection procedures, secure a police background check on all candidates and a detailed history of any driving accidents or infractions.
3. Prospective bus contract holders shall furnish a list with the names of five (5) people each of whom is willing to submit a written character reference for the applicant.

License

Each bus contract recipient and bus operator shall hold a public service license which covers the type of vehicle driven.

Medical Examination

Prior to the opening of school each fall, each bus contract holder shall submit to the Superintendent, a copy of his/her most recent, legally required, medical examination.

Business/Non-Instructional Operations

Transportation (continued)

Drivers

Prior to the opening of school in the fall, each bus contract holder shall submit, the name or names of duly licensed bus drivers who may operate the school bus(es).

Insurance

Each bus contract holder shall be insured for coverage with limitations and in a form acceptable with carriers and to district administration with combined single limits required by the district administration or by law (whichever is greater) as follows: ~~\$50,000~~ **\$1,000,000** personal property; ~~\$1,000,000~~ ~~\$500,000~~ for each person; and ~~\$1,000,000~~ ~~\$5,000,000~~ for each accident.

Maintenance

1. Each bus contract holder is required to maintain his/her bus(es) in excellent operable condition. Any bus contract holder whose bus fails to pass state inspection, because of improper maintenance or other causes considered to be hazardous to the safe transportation of students, shall be subject to disciplinary action by the Superintendent and the Board of Education.
2. Any bus contract holder found guilty of operating a bus declared operationally unsafe shall be subject to disciplinary action by the Superintendent and the Board of Education.
3. The Superintendent is empowered to take whatever steps he/she deems necessary in cases where bus contract holders have violated the policy in proper maintenance of a bus. The Superintendent's action will be reviewed by the Board of Education at its first regular meeting or a special meeting subsequent to the action of the Superintendent.

Bus Routes/Bus Stops

The Board of Education desires to provide an effective, efficient, and safe transportation system.

Bus routes shall be established under the direction of the Superintendent. The establishment of bus routes shall take into consideration time on the road, hazardous conditions, crossing highways, distribution of students, and other safety factors. Safety of students shall be a primary consideration.

The designation of bus stops shall be the responsibility of the Superintendent. Safety shall be determined by road visibility, waiting areas for students, distance from the bus stop to the home, walking terrain to the stop, and other such pertinent factors.

Business/Non-Instructional Operations

Transportation (continued)

Dead-end or Cul-de-sac Roads

1. These roads will be traversed if the distance to the furthest house in which a Beecher Road School student resides is greater than .5 mile (grades K-2) or .8 mile (grades 3-6).
2. These roads may be traversed if the road is to be used for bus turn-around purposes.
3. Students who reside on such roads will be picked up at the juncture of the road and the nearest thoroughfare.
4. When necessary, students will wait for the bus at the designated spots located at least 50 feet from the thoroughfare (bus stop) with such pick up locations designated by the school district.

Thoroughfares

1. Thoroughfares which are state highways with posted speeds at or above 40 mph: whenever possible (safety, bus turnarounds, etc.), students will be picked up and discharged at or near the driveway of their residency in such a way as to preclude a student from having to cross the state highway.
2. Thoroughfares which are relatively major traffic arteries, but not state highways, specifically Newton Road, Peck Hill Road, and Northrop Road: when sight lines for a child are inadequate and unsafe for the bus, children will be picked up and discharged at or near the driveway of their residency. Students will be asked to cross these highways to board or disembark from the bus when sight lines are adequate.
3. Cul-de-sac provisions for non-traversed thoroughfares: some thoroughfares may not need to be traversed. In such cases these guidelines apply:
 - a. These roads will be traversed if the distance to the furthest house in which a Beecher Road School student resides is greater than .5 mile (grades K-2) or .8 mile (grades 3-6).
 - b. These roads may be traversed if the road is to be used for bus turn-around purposes.
 - c. Students who reside on such roads will be picked up at the juncture of the road and the nearest traversed thoroughfare.
 - d. When necessary, students will wait for the bus at designated spots located at least 50 feet from the traversed thoroughfare (bus stop) with such pick up locations designated by the school district.

Business/Non-Instructional Operations

Transportation (continued)

Kindergarten

Kindergarten students, when asked to wait or disembark at a bus stop in the absence of older students, will be picked up and disembarked at a point as near as possible to the driveway to their home.

Transition Students

Transition students are considered as first grade students in these policies.

Walking Distance

The maximum walking distance from home to a designated bus stop shall be no more than one-half mile for kindergarten, transition, and first grade students and no more than one mile for second through sixth grade students.

Hazardous Conditions

Students shall not be required to walk to a bus stop if a hazardous condition exists en route, provided that an alternative stop is available.

1. Any street, road, or highway with speed limits in excess of thirty-nine miles per hour, which does not have pedestrian crossing guards or other safety provisions at points where students must cross when going to or from school or the bus stop, shall be deemed hazardous.
2. The frequent presence of any tempting, but dangerous nuisance such as open manholes, a narrow bridge or a bridge without sufficient side barriers, bridge, road or guard rail construction, and the like, shall be deemed a hazard.
3. Any street, road, or highway which has no sidewalk or raised walk areas shall be deemed hazardous when the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design guidelines.
4. A lake, pond, or stream within 50 feet of the walkway, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the designated route of the student and the hazard.

Business/Non-Instructional Operations

Transportation

Hazardous Conditions (continued)

5. Any area adjacent to a roadway, walkway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established walkway with the absence of a fence, guardrails or other suitable barrier shall be deemed a hazard.
6. Any street, road, walkway, sidewalk, or path designated as a walking route for students which passes through an area which has a recent history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when students ordinarily walk to or from shall be deemed hazardous.
7. Walking to or from the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed a hazard.

Extensions

The Superintendent may approve extensions and modifications of a bus route for medical (student) and other reasons provided that road conditions are such that the bus can operate safely and efficiently. The Superintendent may grant exceptions for health or medical reasons only upon the submission of an application which includes a physician's certificate that the student merits special consideration.

Handicapped Students

Transportation arrangements for handicapped students shall be determined by the Superintendent on an individual case basis.

Non-Public School

Transportation shall be provided by the school district to Woodbridge students attending private, non-profit elementary schools within Woodbridge.

Transportation will not be provided by the school district to Woodbridge students attending private elementary schools located outside of Woodbridge.

Transportation Equipment

No buses or other transportation vehicles shall be used for transporting school children to and from school or on school-sponsored activities which minimally do not conform to the requirements of law and the regulations of the Commissioner of Education.

Student Conduct on Buses

The Board of Education considers the transportation of students a privilege to be enjoyed by eligible students and believes the safety of students while on school buses to be of paramount importance. The Superintendent shall develop regulations governing student conduct while on school buses and in loading and unloading areas, with these regulations written to stress student safety.

Business/Non-Instructional Operations

Transportation (continued)

Disciplinary Action

The driver is responsible to monitor the conduct of students on the bus. The driver has no authority to take disciplinary action against a student other than to reprimand, change a student's seat on the bus, explain a rule, ask a student to refrain from breaking rules, or ask a parent to help improve student's conduct. The driver shall report all major violations of bus regulations to the Principal of the school. The Principal has the responsibility for disciplinary action in such cases.

Suspension of Bus Privileges

Consistent or flagrant violations of regulations of the Superintendent pertaining to student conduct on buses may result in the temporary or permanent suspension of bus privileges for a student. The Principal may suspend bus privileges temporarily for infractions of those regulations; and the Board of Education can revoke bus privileges permanently.

Parents may appeal any suspension of bus privileges to the Superintendent and, if dissatisfied with his/her decision, to the Board of Education.

Legal Reference: **Connecticut General Statutes**
 10-220 Duties of Boards of Education
 10-186 Duties of local and regional boards of education
 14-275 Equipment and color of school buses
 14-275a Use of standard school bus required, when
 14-275b Transportation of handicapped students.
 14-275c Regulations re school buses and motor vehicles used to
 transport Special education students.
 14-276a(c) Town/school district may require its school bus operators to
 have completed a safety training course.
 14-280 Letters and signals to be concealed when not used in
 transporting children. Signs on other vehicles.
 20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116
 McKinney-Vento Homeless Education Assistance Act of 2001,
 P.L. 107-110, 42 U.S.C., sections 11431-11435

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Business/Non-Instructional Operations

Records and Reports

Transportation Complaints

All complaints concerning school transportation safety will be made to the BRS Transportation Committee. The BRS Transportation Committee will maintain a written record of all such complaints, and will conduct appropriate investigations of the allegations. If required, the Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints.

**Legal Reference: Connecticut General Statutes
10-221c Development of policy for reporting complaints re school transportation safety.**

Policy adopted:

**WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Business/Non-Instructional Operations

Records and Reports

Transportation Safety Complaints – Administrative Regulations

The BRS Transportation Committee will review all school transportation safety complaints and conduct appropriate investigations of the allegation(s). The BRS Transportation Committee will consist of the following members:

- BOWA Transportation Coordinator**
- Owner/Operator Representative(s)**
- Director of Business Services/Operations**
- Building Principal and/or Designee**
- School Resource Officer**

The committee will maintain a written record of all such complaints.

The Committee will report the disposition of all complaints and/or its findings to the Superintendent within five (5) days.

If the Committee is unable to resolve the complaint, the complaint may be submitted to the Superintendent for resolution.

Legal Reference: Connecticut General Statutes
10-221c Development of policy for reporting complaints re school transportation safety.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3542.1 adopted 4/26/04, appropriate as written.

Business/Non-Instructional Operations

Food Service

Purposes and Facilities

The school lunch program shall be an integral part of our total educational program. An attractive, wholesome, well-balanced lunch is essential for the best work from the students.

To accomplish this objective with appropriate economy, all administration of the food services program will be coordinated in the office of the Business Manager. Business functions to be centralized will include central purchasing of food and supplies, a district-wide salary schedule for all food service employees, centrally planned menus, and regular audit of all accounts.

The educational aspects of the school lunch program will be the responsibility of Principals, subject to advice, counsel and direction from the Business Manager, and the Superintendent of Schools, who is ultimately responsible for executing this policy.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3542.31 adopted 4/26/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Free or Reduced Price Lunches

Participation in the National School Lunch Program

National School Lunch Program regulations require that lunches be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.

Parents shall be informed of the district policy concerning "Free or Reduced Price Lunches". A letter and application form will be distributed to all parents during the first few weeks of school. The letter will contain information on the eligibility standards, procedures for applying for free or reduced price lunches, and how an appeal may be filed for an adjustment in the decision with respect to their application. This information and an application form will be provided whenever a new student is enrolled.

A public news release containing this same information will be made available to local news representatives early in the school year. Copies of this public release will be made available upon request to any interested party. Subsequent changes in the district eligibility standards during the school year, which are approved by the state agency, will also be publicly announced.

1. Free or reduced price lunches and/or supplementary milk will be provided for all students who qualify on the basis of financial need. Breakfast snacks may be provided in cases of extreme nutritional deficiency.
2. There shall be no discrimination in the furnishings of meals or supplementary milk (because of race, religion, source of income, etc.).
3. The anonymity of students receiving assistance under this policy shall be protected. The names of these students will be treated in a confidential manner.
4. Requests for free lunches, reduced price lunches, and/or supplementary milk which have been denied may be appealed to the Superintendent.
5. Records of students receiving assistance will be kept in each school.

Business/Non-Instructional Operations

Free or Reduced Price Lunches

Participation in the National School Lunch Program (continued)

6. Eligibility for the "Free or Reduced Price Lunches" program will be based on the following:

a. Emergency Situations

A child's statement of need is sufficient for providing assistance on a temporary basis. A family contact should be made immediately to determine extent and probable duration of need. In cases of family emergency such as sudden unemployment, illness, death, desertion, etc., assistance will be provided as needed.

b. Objective Standards of Need

Eligibility for assistance, other than that for emergency situations, will be determined on the basis of income and family size as indicated on the scale provided by the district.

7. If school authorities feel that a family's financial situation has changed, and the students are no longer eligible for free meals, a hearing procedure will be used by the Superintendent to challenge the continued eligibility. In the event of such a challenge, the family will be given a reasonable period of time in advance of the hearing to review the information on which the challenge is based. Children will continue to receive free meals until the conclusion of the hearing.

Legal References: **Connecticut General Statutes**
10-214 Lunches, Breakfasts and the Feeding Programs for Public School
Children and Employees
10-215a Non-Public School Participation in Feeding Program
10-215b Duties of state board of Education Re: Feeding Programs.
10-216 Payment of Expenses
Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX,
Equal Employment Opportunity Act.
United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.
42 U.S.C. Sec 1758, 7 CFR Part 145, Sec. 245.5, 245.6, 245.7, 210.9, 210.20

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Existing policy, number 3542.42 adopted 4/26/04, more appropriately written as a regulation.

Business/Non-Instructional Operations

Food Service

Finance

Food in the school cafeteria shall be sold to patrons of the food service program at such price as will pay the cost of maintaining the program, exclusive of certain overhead costs such as utilities which are consistent with the regulations of the State Board of Education.

Participation in the National School Lunch Program

Participation in the National School Lunch Program is herewith authorized. Authorization is granted to the Superintendent to act on behalf of the Board of Education for purposes of participating in the National School Lunch Program.

Food Storage Provisions

Storage of food and supplies shall be done so as to prevent waste, spoilage, pilferage, and the issuance of food and supplies shall be restricted to purposes of school food service only.

Approval of Menu Prices

Prices of all items on the menu shall be submitted to the Board of Education annually for its approval and otherwise as changes are needed. Revenues from lunchroom sales should offset the costs which are to be borne by the food service program.

Monthly Financial Report

A financial report, current and accumulative, of the operation of the Food Services Program shall be presented monthly to the Board of Education. Yearly, a complete audit of the operation of the Food Service Program shall be performed in accordance with legal requirements and Policy 3434.

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
10-216 Payment of expenses.
Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX, Equal Employment Opportunity Act.
United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3543.13 adopted 2/27/06, appropriate as written.

Business/Non-Instructional Operations

Mail and Delivery

A mail service system shall be maintained within the school system in order that communications from inside and outside sources may be delivered to the intended recipient in the most practicable way.

The use of district mail facilities and personnel shall be restricted mainly to the distribution of materials and communications that further the educational purposes of the district. The Superintendent may, by regulation, authorize certain exceptions without defeating the intent of this policy.

The Board of Education directs the Superintendent to establish procedures for the safe handling of all mail received by the district.

Political, non-educational or commercial materials shall not be distributed through the school system mailboxes or school mail system unless received through the United States mail.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3560 adopted 4/26/04, appropriate as written.

Business/Non-Instructional Operations

Capital Outlay

Except for emergencies or reasons of economy, the purchase of major pieces of equipment shall be scheduled so that annual budgetary appropriations for capital outlay will be of similar size or will show a continuous trend without severe fluctuations.

A long-and short-range plan for capital outlay shall be developed by the Superintendent in order to prevent severe fluctuation in the annual capital outlay fund, and to provide an orderly process for acquisition of needed equipment and facilities within budgetary constraints. Development of the capital outlay will be carried out in coordination with the Town's Capital Improvement Projects (CIP).

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Connecticut State Department of Education
Addendum to Agreement for Child Nutrition Programs (ED-099)
Healthy Food Certification Statement

Section 1 – Background

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards (hereinafter, Connecticut Nutrition Standards) for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the Connecticut Nutrition Standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

Section 2 – Certification Statement

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the Woodbridge School District and
(Name of the Board of Education or Governing Authority)

pursuant to Section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, *(select appropriate box)*

will *(must complete Sections 3 and 4 on page 2)*

will not *(sign below and return form)*

meet said standards during the period of **July 1, 2014 through June 30, 2015**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or
Governing Authority**

Signature: _____
(Signature of the Authorized Representative)

Gaeton F. Stella, Ph.D.
(Printed Name of the Authorized Representative)

Superintendent
Title (Superintendent of Schools, President or Chairperson of the Board)

February 24, 2014
Date of Authorization

Section 3 – Exemption Statement

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, *(select appropriate box)*

- will**
 will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to Section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Woodbridge School District

(Name of the Board of Education or Governing Authority)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2014 through June 30, 2015.**

**Local or Regional Board of Education or
Governing Authority**

Signature: _____

(Signature of the Authorized Representative)

(Printed Name of the Authorized Representative)

Gaeton F. Stella, Ph.D.

February 24, 2014

Title (Superintendent of Schools, President or Chairperson of the Board)

Date of Authorization

FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE

Connecticut State Department of Education

Signature: _____

(Signature of State Agency Representative)

Kathy Demsey

(Printed Name of State Agency Representative)

Chief Financial Officer

Title

Date

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