

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Monday, March 17, 2014 7:00 PM

Woodbridge Board of Education October 15,
2012 Regular Meeting 6:30 PM Executive
Session 7:00 PM Public Session Library Media
Center Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Executive Session - 6:30 PM
 1. Superintendent Mid-Year Review
 - C. Public Session - 7:00 PM
 - D. Salute to the Flag
 - E. Correspondence
 - F. Public Comment
- II. **Consent Agenda**
 - A. Approval of February 24, 2014 Regular Meeting Minutes
 - B. Finance Committee Minutes
 - C. Monthly Summary Financial Report Ending February 28, 2014
 - D. Monthly Detail Financial Report Ending February 28, 2014
 - E. Combining Financial Statements
 - F. Accept Policy 5125 for 30-Day Review
- III. **Reports**
 - A. Board Member Recognition
 - B. PTO Update
 - C. Superintendent's Report
 1. BRS Update
 - a. BRS Monthly Enrollment Report
 - D. Facilities Committee Report
 - E. BRS Building Committee
 - F. Policy Committee
 1. Adopt 5000 Policy Series
 - G. Finance Committee
 1. Approve 2013/14 Budget Surplus Recommendations
 - H. CABE Liaison Report
 - I. ACES Liaison Report
- IV. **New Business**
 - A. Accept Certified Staff Retirements
 - B. Act on Certified Leave of Absence Request
- V. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
 1. Receive Update on Safety and Security
- VI. **Adjournment**

*Replaces prior policy entirely***Students****Confidentiality and Access to Student Records****I. Policy**

The Board of Education ("Board") complies with the state and federal regulations regarding confidentiality, access to and amendment of student records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance currently in attendance.

II. Definitions

A. Access is defined as the right to inspect or review a student's education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.

B. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence; facial characteristics and handwriting.

C. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

D. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or email address, the student's name, address, telephone number, grade level, e-mail address, photographic, computer and/or video images.

Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

E. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.

F. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

G. Education Records

1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.

2. Education records does not include:

- a) private, personal, or working notes in the sole possession of the maker thereof and which are not accessible or revealed to any other individual except a "substitute";
- b) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;
- c) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and
- d) grades on peer-graded papers before they are collected and recorded by a teacher.

H. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

I. Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.

J. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill his or her professional responsibilities.

K. Parent is defined as a parent or parents of a student including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. A parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1954 is entitled to access to the student's education records without the eligible student's consent.

L. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

- M. School Official** is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- N. Signed and Dated Written Consent** to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. Annual Notification of Rights/Release of Directory Information

- A.** On an annual basis, the school district will notify parents currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the District and will also be published in the school district's guide to Pupil Personnel [or Special Education] Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.
- B.** On an annual basis, the school district, or their designee, will also notify parents students currently in attendance of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

Students

Confidentiality and Access to Student Records (continued)

IV. Confidentiality of Education Records

A. All school staff are directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and consistent with state and federal law.

B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent violates the law and Board policy, except as provided in federal and state statutes.

C. The school district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.

D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the district discloses personally identifiable information from education records.

V. Access to Education Records

A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Section XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. All requests for access to education records must be in writing.

B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent of the date, time, and location where the records may be inspected and reviewed.

C. The parents may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (continued)

D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.

E. For the records of regular education students, the Board will make education records available for inspection and review by parents within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.

F. For students requiring special education, the Board will comply with a request to inspect and review a student's education records within ten (10) days of the request; or within three (3) days of the request if the request is in order to prepare for a meeting regarding an IEP meeting (planning and placement team meeting) or any due process proceeding.

G. Parents of students eligible to receive special education and related services have the right to receive one free copy of their child's (his/her) education records. The request for the free copy must be in writing and the Board shall comply with the written request within five (5) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent retains the right to review and inspect such information and the Board of Education shall respond to reasonable requests from the parent for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent, staff members, school employees and other school officials may access a student's educational records only if they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Section VII, below.

I. Pursuant to the procedures set forth in Section VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (Continued)

J. Non-custodial Parents:

A parent does not lose his or her right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

K. Copies of Education Records/Fees:

1) The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' right to inspect and review the child's records shall include the right to receive one free 'copy of those records. The request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed [50 cents] per page.

2) In addition to the provision above regarding special education students, if circumstances effectively prevent the parent from exercising the right to inspect and review the student's education records, the district shall:

- a. provide the parent with a copy of the records requested, or
- b. make other arrangements for the parent to inspect and review the requested records.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (continued)

{As noted above, a school district may charge a fee for all other copies of education records, provided that the imposition of a fee does not effectively prevent a parent from exercising their rights to access records. If the district elects to charge a fee for copies beyond the one free copy of special education records, we suggest the following provision:

3) *The Board reserves the right to charge for copies of a student's education records. Such charge will not exceed 50 cents per page.]*

VI. Record Keeping Requirements/Documentation of Access To Education Records

A. The school district will appoint ~~an~~ individual(s) to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.

B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:

- 1) the name or any individual, agency, or organization that requested or obtained access to the student's records;
- 2) the date of the request for access;
- 3) whether access was given;
- 4) the purpose for which the party was granted access to the records;
- 5) the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and
- 6) the legitimate educational interest in obtaining the information.

C. The record (log) requirement does not apply to requests from, or disclosure to:

- 1) a parent;
- 2) a party seeking directory information;
- 3) a party who has a signed and dated written consent from the parent;
- 4) school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the students record; or

Students

Confidentiality and Access to Student Records

VI. Record Keeping Requirements/Documentation of Access To Education Records (continued)

5) persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).

D.The record (log) is a permanent part of the student's education records and must be available to the parent upon request.

E. If the district makes a release of education records without consent in a health and safety emergency, the district must record:

- 1) the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
- 2) the parties to whom the district disclosed the information.

VII. The Release of Records or Personally Identifiable Information

A.The school system or its designated agent(s) may not permit release of education records or any information from such records which contains personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents, except as indicated in Section VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless prior written consent has been obtained.

B.To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

C.Personally identifiable information may be released without consent of the parents, only if the disclosure meets one of the criteria set forth below:

1.The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the education records.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

2. The disclosure is to a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions, provided that the outside party (a) performs an institutional service or function for which the district would otherwise use employees, (b) is under the direct control of the district with respect to the use and maintenance of education records, and is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records.

3. The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section X.

4. The disclosure is to authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of Education; or State and local educational authorities, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent has given written consent for the disclosure.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

6. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under State law, Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's individualized education program (IEP) and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.

7. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as (a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization, (b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and (c) the district enters into a written agreement with the organization conducting the study that ensures that the study protects the confidentiality of personally identifiable student information consistent with FERPA requirements.

8. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

9. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the internal Revenue Code of 1986.

10. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent in advance of compliance, unless such disclosure is in compliance with (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of Title 18, U.S. Code.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

11.If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.

12. If a parent initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.

13. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Section VI. D. above.

14.The disclosure is to the parent of a student who is under 18 years of age or to the student.

15. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines.

D. Directory Information

1.The school district will notify parents (of students currently enrolled within the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

D. Directory Information (continued)

2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

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

4. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release education records or information - from education records without the consent of a parent after the removal of all personally identifiable information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

E. De-identified Records and Information (continued)

2. The school district may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

a) the district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;

b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

c) the record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Included in the education records of student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

G. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

H. Records of the Department of Children and Families ("DCF")

1. Documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigations that are maintained by the Board are considered education records under the Family Educational Rights and Privacy Act ("FERPA"). As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records should be kept in a confidential location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.

2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

VIII. Redisdisclosure of Education Records

A. The school district may disclose personally identifiable information from an education record only on the conditions that:

1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent; and
2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.

B. Notwithstanding the provisions of Section A. above, the school district may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C. above, and at least one of the following conditions is met.

Students

Confidentiality and Access to Student Records

VIII. Redisclosure of Education Records (continued)

1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.

2. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C. (10)).

3. Disclosure is made to a parent.

C. Section A above does not apply to information designated by the district as directory information. The school district may disclose personally identifiable information designated as directory information with the understanding that the information may be redisclosed by the recipient. For those students who have chosen not to disclose directory information by notifying the school in writing within the appropriate timeframe, such information will not be disclosed.

D. In the event that the Family Policy Compliance Office determines that a third party outside of the school district has improperly redisclosed personally identifiable information from education records in violation of FERPA, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. Amendment of Education Records

A. If a parent or believes that information in the student's education records is inaccurate, misleading or in violation of the students right to privacy, he/she is entitled to:

1. Request in writing that the school district amend the records;
2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parent.

B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent of the amendment.

C. If the school district decides that an amendment of the records, in accordance with the request is not warranted, it shall so inform the parent and advise him/her of the right to a hearing pursuant to this policy.

Students

Confidentiality and Access to Student Records (continued)

X. Hearing Rights and Procedures

A. Rights

1. Upon written request of a parent to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent shall be informed in writing.

3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why he or she disagrees with the district's decision, or both.

a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.

b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent requests a delay.

2. The parent shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.

Students

Confidentiality and Access to Student Records

X. Hearing Rights and Procedures

B. Procedures (continued)

3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

4. The parent and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. Waiver of Rights

A. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.

2. The letters or statements are used only for the purpose for which they were originally intended.

3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.

4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.

B. A waiver may be revoked with respect to any actions occurring after the revocation.

C. Revocation of a waiver must be in writing.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information

A. The following definitions shall apply to Section XII of this policy:

1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information

A. The following definitions shall apply to Section XII of this policy: (continued)

5.School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the school district medical adviser.

B.Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.

2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:

a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;

b. any person who secures a release of confidential HPJ-related information;

c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;

d. a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;

e. a medical examiner to assist in determining cause of death; or

f. any person allowed access to such information by a court order.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information (continued)

D.Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian shall keep such information confidential and shall not disclose such information.

4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.

5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.

6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information (continued)

B. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.

3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any REV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. Child Abuse Reporting

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy [reference policy number]

XIV. Right To File A Complaint

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, DC
20202-4605

Students

Confidentiality and Access to Student Records

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 7-109 Destruction, of documents.
 10-15b Access of parent or guardians to student's records.
 10-154a Professional communications between teacher or nurse & student.
 10-209 Records not to be public.
 10-221b Boards of education to establish written uniform policy re:
 treatment of recruiters.
 11 -8a Retention, destruction and transfer of documents
 11 -8b Transfer or disposal of public records. State Library Board to adopt
 regulations.
 17a-28 Definitions. Confidentiality of and access to records; exceptions.
 Procedures for aggrieved persons. Regulations.
 17a-101k Registry of findings of abuse or neglect of children maintained
 by Commissioner of Children and Families. Notice offinding of abuse or
 neglect of child. Appeal of finding. Hearing procedure. Appeal after
 hearing. Confidentiality. Regulations.
 19a-581 et. seq. AIDS Testing and Medical Information
 Regulations of Connecticut State Agencies §10-76d-18
 46b-56 (e) Access to Records of Minors.
 Office of the Public Records Administrator, Retention Schedule M8
 Education Records (Revised 2/2005).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438
 of the General Education Provisions Act, as amended, added by section
 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
 Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
 implementing FERPA enacted as part of 438 of General Educ. provisions
 act (20 U.S.C.1232g)-parent and student privacy and other rights with
 respect to educational records, as amended 11/21/96, and Final Rule 34
 CFR Part 99, December 9, 2008)
 US Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C.
 §2332b(g)(5)(B) and 2331
 PL 107-110 "No Child Left Behind Act of 2001" Sections 5208 and 9528
Owasso Independent Sch. Dist. No.1 -011 v. Falvo, 534 U.S.426 (2002)

Policy adopted:

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Rights Under FERPA for Elementary and Secondary Institutions

[Note: Under the procedures outlined in the policy, the following information will be disclosed on an annual basis to parents of students currently in attendance.]

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. et. seq., affords parents certain rights with respect to the student's education records. They are:

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

Parents should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal [or appropriate school official] will make arrangements for access and notify the parents of the time and place where the records may be inspected.

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

Parents may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents should write the school principal [or appropriate school official], clearly identifying the part of the record the parents want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

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

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Rights Under FERPA for Elementary and Secondary Institutions
(continued)

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

Upon request, the District will disclose a student's education record without consent to officials of another public school, including other public schools, charter schools, and post-secondary institutions in which the student seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, DC 20202-
4605

[Note: In addition, a school district may want to include a directory information public notice, as required by the regulation, 34 CFR §99.37, with its annual notification of rights under FERPA. The following two paragraphs are recommended for inclusion and must be included in the annual notification if the school district wants to be able to disclose "Directory Information" under JIB of the Student Records Policy.]

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Directory Information

Unless notified in writing by a parent to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such information may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, the PTO and companies that publish yearbooks. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer, and/or video images, ~~date and place of birth, major field(s) or study, grade level, enrollment status (full time; part time), participation in school sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, and the most recent school(s) attended.~~

Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Such objection shall be in writing and shall be effective for one school year.

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

TRANSFER OF CONFIDENTIAL STUDENT INFORMATION

Date: _____

Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), I hereby authorize the Woodbridge School District to release and/or obtain the following confidential records recording my child:

Name of Child: _____

Address: _____

Date of Birth: _____

Guardian(s): _____

Please check all that apply:

Obtain

Release

All Records

Cumulative file

Pupil Personnel/Special Education

Disciplinary

Health Medical*

Other (Please specify)

To/From: _____

Name

Address: _____

Street

Town

State/Zip

I understand that the information to be disclosed is protected as an "education record" under FERPA, and that such information shall not be redisclosed unless permitted under FERPA. I further understand that the officers, employees, and agents of any party that receives protected information under FERPA may use such information only for purposes for which the disclosure is made.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

***If this authorization is being used to obtain Protected "Health Information from a child's physician or other covered entity under HIPAA, the following section must also be completed:**

I, the undersigned, specifically authorize _____ to disclose my child's
Name of Physician
medical information, as specified above, to my child's school, _____
Name of School
at the above address for the purposes described below (i.e., health assessment for school entry, special education evaluation, etc.):

By signing below, I agree that a photocopy of this authorization will be valid as the original. This authorization will be valid for a period of one year from the date below. I understand that I may revoke this authorization at any time by notifying the physician's office in writing, but if I do, it will not have any effect on actions taken by the physician prior to receiving such revocation.

I understand that under applicable law, the information disclosed under this authorization may be subject to further disclosure by the recipient and thus, may no longer be protected by federal privacy regulations.

I understand that my child's treatment or continued treatment with any health care provider or enrollment or eligibility for benefits with any health plan may not be conditioned upon whether or not I sign this authorization and that I may refuse to sign it.

Any information received by the school pursuant to this authorization is subject to all applicable state and federal confidentiality laws governing use and disclosure of such information.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, February 24, 2014

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, Dr. Chris Jaffe, Mr. Carl Lindskog, 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 receive an update on safety and security.

MOTION #1 – EXECUTIVE SESSION

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

Ms. Hamilton

Second by Mr. Gilbride

UNANIMOUS

MOTION #2 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (7:05 PM).

Mr. Lindskog

Second by Ms. Hamilton

UNANIMOUS

CALL TO ORDER: Ms. Hamilton, Chair called the public session back to order at 7:08 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 Lindskog, 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 Stephanie Eleck, Sandy Simowitz, Teachers; and Pua Ford, 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. Lindskog

UNANIMOUS

REPORTS

PTO Report – Ms. Pfannenbecker noted the cancellation of two social nights, the upcoming bingo night, the membership meeting tomorrow evening focusing on the BRS building upgrade and organizing a spring clean-up day in conjunction with Earth Day.

Ms. Hamilton extended a sincere thank you to the PTO on their efforts supporting the BRS Referendum for the building upgrade.

Superintendent's Report – Superintendent Stella highlighted the BRS News Program, the Honeywell Instant Alert program, potential language offerings to the full community, the relocation of summer programs and the passing of the referendum on the BRS Building Project upgrade.

2013/14 Calendar Revision – Superintendent Stella offered modifications to the current 2013/14 calendar as a result of the incurred seven snow days. The last day of school will remain as June 20. Should additional days be necessary, they will be taken from April vacation starting with the 14th. In addition, the number of student days will be reduced from 181 to 180 and March 21 will now be a student day instead of staff professional development.

MOTION #4 – 2013/14 CALENDAR REVISION

Move that we revise the 2013/14 calendar as presented by administration.

Dr. Fleischman

Second by Mr. Lindskog

UNANIMOUS

2014/15 Calendar – Superintendent Stella presented the 2014/15 calendar developed and endorsed by all the BOWA districts. Concern was expressed that all snow days would be taken from the end of June instead of split between June and April vacation.

Mr. Lindskog called the question (7:38 PM). There was no second and discussed continued.

It was suggested that another survey be conducted with parents. Camps and other summer activities generally commence the last week in June. Depending on the number of snow days, this calendar allows for school to conclude on June 30, which could prove problematic for some families. Further, limited new lessons are introduced at the end of June. Currently, there are deviations among the BOWA districts with the 2013/14 calendar so it should not be an issue if we are different than BOWA next year. It was noted that the CSDE has recommended districts follow the long weekend in February and designated April vacation week configuration as it is anticipated this will become the mandated calendar format in 2015/16. Also, initially all BOWA districts adopt the same calendar, however, unanticipated changes may occur during the course of the year that result in different calendars among BOWA.

MOTION #5 – 2014/15 CALENDAR REVISION

Move that we adopt the 2014/15 calendar as presented by administration.

Dr. Fleischman

Second by Mr. Lindskog

IN FAVOR: Ms. Hamilton, Mr. Gilbride, Mr. Lindskog and Dr. Jaffe

OPPOSED: Dr. Fleischman, Ms. Matthews and Ms. Melnick

ABSTAIN: Ms. Connor

MOTION PASSES 4-3-1

New District Web Site – Superintendent Stella apprised the Board that as of June 30, the current vendor will no longer host school web site. The Technology Team is current exploring alternate options. It is anticipated a recommendation on a new vendor will be made prior to the end of June.

Open Choice 2014/15 – Superintendent Stella informed the Board that there is only one vacancy in the upcoming year for Open Choice. This slot will be available commencing in Kindergarten to afford the student maximum opportunity for success.

MOTION #6 – OPEN CHOICE PARTICIPATION

Move that we continue our participation in the Open Choice program and allocate 12 slots for the 2014/15 school year, with any vacancies beginning in Kindergarten.

Mr. Gilbride
Second by Dr. Fleischman
UNANIMOUS

Educator Evaluation Plan – Dr. Stella indicated a Special Board meeting will be held on March 10, following the Board Finance Committee meeting. The plan will be discussed in detail with a complete review of the modifications and changes required by the CSDE.

BRS Update – Ms. Prisco noted the various activities occurring in the Science Lab regarding erosion and the effect of water on soil, fourth grade student biographies, the 100th day of school and appreciation to the parents for the continual supply of hats, mittens, coats and snow pants during this very frigid weather streak.

Facilities Committee – No report.

BRS Building Committee – Ms. Hamilton informed the Board that it is anticipated the scope of work will be defined in contracts during the coming weeks.

Policy Committee – Mr. Gilbride presented the 3000 series for adoption. The next meeting is scheduled for March 6 at 6:00 PM and will commence review of the 6000 series.

MOTION #7 – 3000 POLICY SERIES

Move that we adopt the 3000 Policy Series as presented.

Mr. Gilbride
Second by Dr. Fleischman/Ms. Matthews
UNANIMOUS

Finance Committee – Dr. Fleischman noted the January meeting was cancelled due to snow and the February 10 meeting focused on the monthly financials approved earlier this evening.

CABE Liaison – Ms. Connor indicated the February meeting was snowed out. An invitation was extended to all Board members to attend CABE Day on the Hill on March 5.

ACES Liaison – No Report

NEW BUSINESS

Healthy Food Certification – Mr. Pullo presented the Healthy Food Certification. State-wide 74% of school districts participate in this program. Reimbursement is approximately 10 cents per lunch. Participation excludes afterschool activities and weekend events.

MOTION #8 – HEALTHY FOOD CERTIFICATION

Move that we approve participation in the Healthy Food Certification program in the 2014/15 school year, for submission to the Connecticut State Department of Education.

Dr. Fleischman
Second by Mr. Lindskog
UNANIMOUS

Ms. Hamilton called a brief recess (8:03 PM). The Board entered Executive Session to review a certified staff personnel request.

MOTION #9 – EXECUTIVE SESSION

Move that we enter Executive Session (8:10 PM).

Mr. Gilbride

Second by Dr. Jaffe

UNANIMOUS

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

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

MOTION TO ADJOURN: (8:15 PM)

Mr. Linskog

Second by Dr. Fleischman

UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Finance Committee Minutes

Date - 3/10/14

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Carl Lindskog, Margaret Hamilton, Lisa Connor, Matthew Gilbride, Keri Mathews, Chris Jaffe, Lori Patrick

The meeting was called to order at 6:30pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

We discussed plans for the anticipated budget surplus. The committee was in full support of the plan as presented. This will be presented at the next Board of Education meeting.

The Meeting was adjourned 7:05pm

**WOODBIDGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 8 Months Ended February 28, 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	679,001	597,325	81,676	4,410,463	4,382,360	28,102	1.
200	TOTAL BENEFITS	2,435,739	197,188	146,034	51,154	1,400,589	1,375,499	25,090	2.
300	TOTAL PROFESSIONAL SERVICES	384,607	38,325	7,714	30,611	194,368	169,329	25,038	3.
400	TOTAL PROPERTY SERVICES	580,273	52,421	55,002	(2,582)	180,453	183,236	(2,783)	4.
500	TOTAL OTHER PURCHASED SERVICES	1,324,372	188,714	9,713	179,001	826,911	659,348	167,562	5.
600	TOTAL SUPPLIES & MATERIALS	329,435	23,297	7,475	15,822	160,466	162,256	(1,790)	6.
700	TOTAL PROPERTY	39,400	-	5,361	(5,361)	11,325	15,591	(4,266)	7.
800	TOTAL DUES AND FEES	77,466	3,731	736	2,995	60,535	25,762	34,773	8.
	TOTAL ADOPTED BUDGET	12,817,998	1,182,677	829,361	353,316	7,245,109	6,973,382	271,727	

COMMENTS

1. Secretaries/Clerical Deficit (\$3,576); Custodial Overtime Deficit (2,256); Savings from Certified Staff Vacancy & Retirements \$33,934.
2. Medical Insurance Premium Cost Sharing Surplus \$25,090.
3. Legal Fees Timing \$5,240; Other Prof/Tech Services Timing 19,798.
4. Outside Purchased Services (Snow Removal) Timing (\$2,783).
5. Liability Insurance Deficit (\$14,000); Worker's Comp Insurance Deficit (\$31,290);
Tuition & Transportation Savings & Timing (Reg. & SpED) \$170,536; Interns Timing & Savings \$42,316
6. Custodial Supplies Timing (\$1,790)
7. Furniture Deficit (\$2,225); Equipment Building Deficit (\$2,041).
8. Ezra Nursing Services timing \$32,696; Unemployment Savings \$3,596; Other Fees Deficit (\$1,519).

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	21,900	8,475	13,425
3901	CONSULTANTS	24,000	1,400	0	1,400	8,400	2,850	5,550
510	TRANSPORTATION	148,224	14,822	8,667	6,155	88,932	86,806	2,126
560	TUITION	294,600	29,460	4,370	25,090	176,760	77,466	99,294
	TOTALS	503,324	49,332	13,037	36,295	295,992	175,597	120,395

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

For 8 Months Ended: February 28, 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		440,768	194,520	101%	(5,295)	-	(5,295)
120	Teachers - Regular	4,569,431		2,531,953	1,993,749	99%	43,729	97,624	(53,895)
120	Teachers - Special Education	802,441		394,887	317,562	89%	89,992	-	89,992
1201	Psychologist	168,985		82,031	67,200	88%	19,754	-	19,754
1203	Counselor	41,440		22,402	19,038	100%	-	-	-
	Sub-Total Certified Salaries	6,212,289	-	3,472,041	2,592,068	98%	148,180	97,624	50,556
1303	Custodians	369,103		251,072	111,633	98%	6,398	12,898	(6,500)
140	Nurses	132,778		76,966	50,860	96%	4,952	4,952	-
150	Secretaries, Clerical	314,253		219,854	99,764	102%	(5,365)	-	(5,365)
160	Paraprofessionals	377,025		220,890	175,011	105%	(18,876)	-	(18,876)
1601	Special Education Paraprofess.	212,443		125,499	76,640	95%	10,304	-	10,304
190	Salaries, Miscellaneous	28,815		16,039	9,685	89%	3,092	3,092	-
	Sub-Total Non-Certified Salaries	1,434,417	-	910,319	523,593	100%	504	20,942	(20,438)
	TOTAL SALARIES	7,646,706	-	4,382,360	3,115,661	98%	148,685	118,566	30,119
1906	Retirement - Sick Pay-Out	-					-	-	-
220	FICA	210,232		89,841	-	43%	120,391	120,391	-
230	Merf	197,029		134,456	-	68%	62,573	62,573	-
270	Medical Insurance	1,990,318		1,125,917	678,278	91%	186,123	115,123	71,000
280	Life Insurance	24,960		19,331	1,716	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	-	1,375,499	683,301	85%	376,939	305,939	71,000

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

For 8 Months Ended: February 28, 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	15,350	31,188	60%	31,267	31,267	-
330	Legal Fees	38,000	1,884	24,192	69%	11,924	11,924	-
340	Software Support	13,078	6,614	-	51%	6,464	6,464	-
350	Substitutes	28,000	13,722	-	49%	14,278	14,278	-
390/01	OT/PT/Consultant Services	60,500	11,325	49,175	100%	-	-	-
3902	Financial Audit	15,600	1,200	-	8%	14,400	14,400	-
390	Other Prof/Tech. Services	151,624	119,234	32,390	100%	-	-	-
	TOTAL PROFESSIONAL SERVICES	384,607	-	169,329	80%	78,333	78,333	-
410/01	Utilities - Electric and Water	256,334	83,281	154,952	93%	18,102	-	18,102
420	Heating	112,200	23,698	86,677	98%	1,825	1,825	-
430	Repairs and Maintenance	47,627	5,000	1,927	15%	40,700	40,700	-
450	Leases and Rentals	52,411	20,768	35,010	106%	(3,368)	(3,368)	-
4501	Building Improvements	30,000	150	8,650	29%	21,200	21,200	-
490	Other Purchased Services	25,920	13,562	12,485	100%	(128)	(128)	-
4901	Service Contracts	55,781	36,777	14,040	91%	4,965	4,965	-
	TOTAL PROPERTY SERVICES	580,273	-	183,236	86%	83,297	65,195	18,102
510	Pupil Transportation-Regular	474,971	244,764	148,131	83%	82,075	37,175	44,900
510	Pupil Transportation-Spec. Educ.	148,224	86,806	55,418	96%	6,000	-	6,000
520	Insurance-General Liability	91,829	83,650	21,527	115%	(13,348)	-	(13,348)
5201	Worker's Compensation	111,821	113,025	29,791	128%	(30,995)	-	(30,995)
530	Telephone Services	16,670	8,695	7,975	100%	-	-	-
535	Internet	9,876	2,762	5,056	79%	2,059	2,059	-
537	Postage	5,400	2,242	2,401	86%	756	756	-
540	Advertising	2,800	(227)	-	-8%	3,027	3,027	-
550	Interns	132,257	39,733	79,467	90%	13,057	-	13,057
560	Tuition	315,174	77,466	147,876	71%	89,832	9,156	80,676
590	Other Purchased Services	15,350	432	570	7%	14,348	14,348	-
	TOTAL OTHER PURCH SERVICES	1,324,372	-	659,348	87%	166,812	66,522	100,290

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

For 8 Months Ended: February 28, 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			107,250	14,376	79%	32,932	32,932	-
620	Computer Software	62,521			17,830	2,530	33%	42,161	42,161	-
625	Supplies Nurses	1,800			978	-	54%	822	822	-
630	Supplies Custodial	52,901			19,004	23,752	81%	10,145	10,145	-
635	Supplies Office	11,500			6,869	2,373	80%	2,258	2,258	-
640	Books and Audio Visual	18,000			1,810	8,077	55%	8,113	8,113	-
645	Subscriptions	14,855			6,114	-	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	-		162,256	53,715	66%	113,464	113,464	-
730	Equipment - Office	-					0%	-		-
732	Computer Hardware	15,500			1,575	498	0%	13,427	13,427	-
735	Equipment - Teaching	17,050			6,351	2,670	53%	8,029	8,029	-
740	Equipment - Building	4,600			4,680	2,145	148%	(2,225)	-	(2,225)
745	Furniture	2,250			2,985	1,451	197%	(2,186)	-	(2,186)
	TOTAL PROPERTY	39,400	-		15,591	6,765	57%	17,044	21,456	(4,412)
810	Dues and Fees	32,174			15,236	956	50%	15,982	15,982	-
825	Unemployment	12,596			4,244	1,162	43%	7,190	2,500	4,690
900	Other Fees	32,696			6,281	27,933	105%	(1,519)	-	(1,519)
	TOTAL DUES AND FEES	77,466	-		25,762	30,051	72%	21,653	18,482	3,171
	TOTAL ADOPTED BUDGET	12,817,998	-		6,973,382	4,838,390	92%	1,006,226	787,957	218,269

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

Month Ended February 28, 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 enrollment changes, retirements, and resignations.

OBJECT 410/01 – UTILITIES ELECTRIC & WATER

The net projected surplus reflects favorable year-to-date consumption vs. budget.

OBJECT 510 - TRANSPORTATION

The net projected surplus reflects savings from cancellation of Wintergreen bus due to current enrollment, in addition to reduction of one outplaced student.

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.

OBJECT 825 – UNEMPLOYMENT

The net projected surplus reflects favorable year-to-date claims paid vs. budget.

Woodbridge Board of Education
Combining Balance Sheets as of 02/28/14 (Unaudited)

	Total	Special Revenue			Agency	
		Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
Assets:						
Cash	\$ 173,970	\$ 54,731	\$ 72,284	\$ 2,314	\$ 43,352	\$ 1,289
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	4,865	1,847	1,040	\$ 1,706	\$ 272	\$ -
Intergovt Receivable	7,109	7,109	-	-	-	-
Inventory	4,115	4,115	-	-	-	-
Total Assets	190,059	67,802	73,324	4,020	43,624	1,289
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	692	-	692	-	-	-
Accounts payable	5,771	4,638	1,133	-	-	-
Deferred revenue	8,570	-	8,570	-	-	-
Wages payable	-	-	-	-	-	-
Total Liabilities	15,033	4,638	10,395	-	-	-
Fund Balance	175,026	63,164	62,929	4,020	43,624	1,289
Total Liabilities and Fund Balance	\$ 190,059	\$ 67,802	\$ 73,324	\$ 4,020	\$ 43,624	\$ 1,289
Summary of Fund Balance Components						
				Café	Extended Day	SEP
Current Fund Balance				\$ 63,164	\$ 62,929	\$ 25,753
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				\$ 111	\$ 67	\$ 77
Fund Balance Excess				\$ 12,164	\$ -	\$ -

Woodbridge Board of Education
Combining Statement of Revenues & Expenditures
for the 8 Months Ended 02/28/14 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
Revenues:							
Charges for services	\$ 460,440	\$ 123,561	\$ 230,029	\$ 21,229	\$ 81,787	\$ 3,834	
Intergovernmental	20,418	20,418	-	-	-	-	
Donations	-	-	-	-	-	-	
Other income	-	-	-	-	-	-	
Additions	20	20	-	-	-	-	
Total revenues/additions	480,878	143,999	230,029	21,229	81,787	3,834	-
Expenditures:							
Wages, FICA, MERF	305,542	68,104	168,845	-	65,955	2,638	
Medical Insurance	-	-	-	-	-	-	
Cost of food sold	61,082	61,082	-	-	-	-	
Equipment	268	268	-	-	-	-	
Repairs	2,693	2,693	-	-	-	-	
Other Expenses	65,855	5,113	33,677	18,784	7,967	314	
Total expenditures/deductions	435,440	137,260	202,522	18,784	73,922	2,952	-
Excess (deficiency) of revenues over expenditures before operating transfer in	45,439	6,739	27,507	2,446	7,865	882	
Operating transfer in	-	-	-	-	-	-	
Excess (deficiency) of revenues over expenditures after operating transfer in	45,439	6,739	27,507	2,446	7,865	882	
Fund Balance, ending	\$ 173,737	\$ 63,164	\$ 62,929	\$ 4,020	\$ 25,753	\$ 17,871	
BOE Year to Date Cost of Health Insurance		\$ 15,739					

*Replaces prior policy entirely***Students****Confidentiality and Access to Student Records****I. Policy**

The Board of Education ("Board") complies with the state and federal regulations regarding confidentiality, access to and amendment of student records. The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance currently in attendance.

II. Definitions

A. Access is defined as the right to inspect or review a student's education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.

B. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence; facial characteristics and handwriting.

C. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

D. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or email address, the student's name, address, telephone number, grade level, e-mail address, photographic, computer and/or video images.

Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

E. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.

F. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.

G. Education Records

1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.

2. Education records does not include:

- a) private, personal, or working notes in the sole possession of the maker thereof and which are not accessible or revealed to any other individual except a "substitute";
- b) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;
- c) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and
- d) grades on peer-graded papers before they are collected and recorded by a teacher.

H. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

I. Law Enforcement Unit is an individual, office, department, division, or other component of an educational agency or institution, that is officially authorized or designated by that agency or institution to 1) enforce laws or refer matters of law enforcement to appropriate authorities or 2) maintain the physical security and safety of the agency or institution.

J. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill his or her professional responsibilities.

K. Parent is defined as a parent or parents of a student including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. A parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1954 is entitled to access to the student's education records without the eligible student's consent.

L. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

Students

Confidentiality and Access to Student Records

II. Definitions (continued)

- M. School Official** is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- N. Signed and Dated Written Consent** to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. Annual Notification of Rights/Release of Directory Information

- A.** On an annual basis, the school district will notify parents currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the District and will also be published in the school district's guide to Pupil Personnel [or Special Education] Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.
- B.** On an annual basis, the school district, or their designee, will also notify parents students currently in attendance of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

Students

Confidentiality and Access to Student Records (continued)

IV. Confidentiality of Education Records

A. All school staff are directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and consistent with state and federal law.

B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent violates the law and Board policy, except as provided in federal and state statutes.

C. The school district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.

D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the district discloses personally identifiable information from education records.

V. Access to Education Records

A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Section XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. All requests for access to education records must be in writing.

B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent of the date, time, and location where the records may be inspected and reviewed.

C. The parents may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (continued)

D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.

E. For the records of regular education students, the Board will make education records available for inspection and review by parents within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.

F. For students requiring special education, the Board will comply with a request to inspect and review a student's education records within ten (10) days of the request; or within three (3) days of the request if the request is in order to prepare for a meeting regarding an IEP meeting (planning and placement team meeting) or any due process proceeding.

G. Parents of students eligible to receive special education and related services have the right to receive one free copy of their child's (his/her) education records. The request for the free copy must be in writing and the Board shall comply with the written request within five (5) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent retains the right to review and inspect such information and the Board of Education shall respond to reasonable requests from the parent for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent, staff members, school employees and other school officials may access a student's educational records only if they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Section VII, below.

I. Pursuant to the procedures set forth in Section VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (Continued)

J. Non-custodial Parents:

A parent does not lose his or her right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

K. Copies of Education Records/Fees:

1) The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' right to inspect and review the child's records shall include the right to receive one free 'copy of those records. The request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. A charge will be levied for additional copies; in no case will the charge exceed [50 cents] per page.

2) In addition to the provision above regarding special education students, if circumstances effectively prevent the parent from exercising the right to inspect and review the student's education records, the district shall:

- a. provide the parent with a copy of the records requested, or
- b. make other arrangements for the parent to inspect and review the requested records.

Students

Confidentiality and Access to Student Records

V. Access to Education Records (continued)

{As noted above, a school district may charge a fee for all other copies of education records, provided that the imposition of a fee does not effectively prevent a parent from exercising their rights to access records. If the district elects to charge a fee for copies beyond the one free copy of special education records, we suggest the following provision:

3) *The Board reserves the right to charge for copies of a student's education records. Such charge will not exceed 50 cents per page.]*

VI. Record Keeping Requirements/Documentation of Access To Education Records

A. The school district will appoint ~~an~~ individual(s) to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.

B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:

- 1) the name or any individual, agency, or organization that requested or obtained access to the student's records;
- 2) the date of the request for access;
- 3) whether access was given;
- 4) the purpose for which the party was granted access to the records;
- 5) the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and
- 6) the legitimate educational interest in obtaining the information.

C. The record (log) requirement does not apply to requests from, or disclosure to:

- 1) a parent;
- 2) a party seeking directory information;
- 3) a party who has a signed and dated written consent from the parent;
- 4) school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the students record; or

Students

Confidentiality and Access to Student Records

VI. Record Keeping Requirements/Documentation of Access To Education Records (continued)

5) persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).

D.The record (log) is a permanent part of the student's education records and must be available to the parent upon request.

E. If the district makes a release of education records without consent in a health and safety emergency, the district must record:

- 1) the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
- 2) the parties to whom the district disclosed the information.

VII. The Release of Records or Personally Identifiable Information

A.The school system or its designated agent(s) may not permit release of education records or any information from such records which contains personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents, except as indicated in Section VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on computer disk, e-mailed, etc.) to any person other than those listed below, unless prior written consent has been obtained.

B.To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

C.Personally identifiable information may be released without consent of the parents, only if the disclosure meets one of the criteria set forth below:

1.The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the education records.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

2. The disclosure is to a contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions, provided that the outside party (a) performs an institutional service or function for which the district would otherwise use employees, (b) is under the direct control of the district with respect to the use and maintenance of education records, and is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records.

3. The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Section X.

4. The disclosure is to authorized representatives of the Comptroller General of the United States; the Attorney General of the United States; the Secretary of Education; or State and local educational authorities, under the following conditions: the school shall provide such authorized representatives access to student or other records that may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect personally identifiable information unless specifically authorized to do so by state and federal law or if the parent has given written consent for the disclosure.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

6. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under State law, Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's individualized education program (IEP) and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.

7. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as (a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization, (b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and (c) the district enters into a written agreement with the organization conducting the study that ensures that the study protects the confidentiality of personally identifiable student information consistent with FERPA requirements.

8. The disclosure is to accrediting organizations in order to carry out their accrediting functions.

9. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the internal Revenue Code of 1986.

10. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent in advance of compliance, unless such disclosure is in compliance with (a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (b) any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or (c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of Title 18, U.S. Code.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

11.If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.

12. If a parent initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.

13. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Section VI. D. above.

14.The disclosure is to the parent of a student who is under 18 years of age or to the student.

15. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the district under 42 U.S.C. 14071 and applicable federal guidelines.

D. Directory Information

1.The school district will notify parents (of students currently enrolled within the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

D. Directory Information (continued)

2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

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

4. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release education records or information - from education records without the consent of a parent after the removal of all personally identifiable information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

E. De-identified Records and Information (continued)

2. The school district may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

a) the district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;

b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

c) the record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Included in the education records of student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

G. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

Students

Confidentiality and Access to Student Records

VII. The Release of Records or Personally Identifiable Information (continued)

H. Records of the Department of Children and Families ("DCF")

1. Documents related to any Department of Children and Families ("DCF") child abuse and/or neglect investigations that are maintained by the Board are considered education records under the Family Educational Rights and Privacy Act ("FERPA"). As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records should be kept in a confidential location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.

2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.

VIII. Redisdisclosure of Education Records

A. The school district may disclose personally identifiable information from an education record only on the conditions that:

1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent; and
2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.

B. Notwithstanding the provisions of Section A. above, the school district may disclose personally identifiable information from an education record with the understanding that the information may be redisclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C. above, and at least one of the following conditions is met.

Students

Confidentiality and Access to Student Records

VIII. Redisclosure of Education Records (continued)

1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.

2. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C. (10)).

3. Disclosure is made to a parent.

C. Section A above does not apply to information designated by the district as directory information. The school district may disclose personally identifiable information designated as directory information with the understanding that the information may be redisclosed by the recipient. For those students who have chosen not to disclose directory information by notifying the school in writing within the appropriate timeframe, such information will not be disclosed.

D. In the event that the Family Policy Compliance Office determines that a third party outside of the school district has improperly redisclosed personally identifiable information from education records in violation of FERPA, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. Amendment of Education Records

A. If a parent or believes that information in the student's education records is inaccurate, misleading or in violation of the students right to privacy, he/she is entitled to:

1. Request in writing that the school district amend the records;
2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parent.

B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent of the amendment.

C. If the school district decides that an amendment of the records, in accordance with the request is not warranted, it shall so inform the parent and advise him/her of the right to a hearing pursuant to this policy.

Students

Confidentiality and Access to Student Records (continued)

X. Hearing Rights and Procedures

A. Rights

1. Upon written request of a parent to the Superintendent, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.

2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent shall be informed in writing.

3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why he or she disagrees with the district's decision, or both.

a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.

b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents shall also be disclosed.

B. Procedures

1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent requests a delay.

2. The parent shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.

Students

Confidentiality and Access to Student Records

X. Hearing Rights and Procedures

B. Procedures (continued)

3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.

4. The parent and the school system shall have the right to be represented by person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.

5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. Waiver of Rights

A. A student who is an applicant for admission to an institution of post-secondary education or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:

1. The student is notified, upon request, of the names of all individuals providing the letters or statements.

2. The letters or statements are used only for the purpose for which they were originally intended.

3. The waiver is not required by the agency as a condition of admission to or receipt of any other service or benefit from the agency.

4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.

B. A waiver may be revoked with respect to any actions occurring after the revocation.

C. Revocation of a waiver must be in writing.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information

A. The following definitions shall apply to Section XII of this policy:

1. Confidential HIV-Related Information

"Confidential HIV-related information" means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions, including information pertaining to such individual's partners.

2. Health Care Provider

"Health Care Provider" means any physician, dentist, nurse, provider of services for the mentally ill or persons with mental retardation, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

"Protected individual" means a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness.

4. Release of confidential HIV-related information

"Release of confidential HIV-related information" means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information

A. The following definitions shall apply to Section XII of this policy: (continued)

5.School Medical Personnel

"School medical personnel" means an employee of the Board who is a school nurse or the school district medical adviser.

B.Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.

2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:

a. the protected individual, his/her legal guardian or a person authorized to consent to health care for such individual;

b. any person who secures a release of confidential HPJ-related information;

c. a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;

d. a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a health care provider has access to such record for the purpose of providing medical care to the protected individual;

e. a medical examiner to assist in determining cause of death; or

f. any person allowed access to such information by a court order.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information (continued)

D.Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual who is also a student from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV related information for the sole purpose of disclosing such information to school medical personnel.

2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.

3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or his/her legal guardian shall keep such information confidential and shall not disclose such information.

4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.

5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.

6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

Students

Confidentiality and Access to Student Records

XII. Special Confidentiality Procedures for HIV-Related Information (continued)

B. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."

2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.

3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any REV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. Child Abuse Reporting

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy [reference policy number]

XIV. Right To File A Complaint

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, DC
20202-4605

Students

Confidentiality and Access to Student Records

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 7-109 Destruction, of documents.
 10-15b Access of parent or guardians to student's records.
 10-154a Professional communications between teacher or nurse & student.
 10-209 Records not to be public.
 10-221b Boards of education to establish written uniform policy re:
 treatment of recruiters.
 11 -8a Retention, destruction and transfer of documents
 11 -8b Transfer or disposal of public records. State Library Board to adopt
 regulations.
 17a-28 Definitions. Confidentiality of and access to records; exceptions.
 Procedures for aggrieved persons. Regulations.
 17a-101k Registry of findings of abuse or neglect of children maintained
 by Commissioner of Children and Families. Notice offinding of abuse or
 neglect of child. Appeal of finding. Hearing procedure. Appeal after
 hearing. Confidentiality. Regulations.
 19a-581 et. seq. AIDS Testing and Medical Information
 Regulations of Connecticut State Agencies §10-76d-18
 46b-56 (e) Access to Records of Minors.
 Office of the Public Records Administrator, Retention Schedule M8
 Education Records (Revised 2/2005).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438
 of the General Education Provisions Act, as amended, added by section
 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).
 Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs.
 implementing FERPA enacted as part of 438 of General Educ. provisions
 act (20 U.S.C.1232g)-parent and student privacy and other rights with
 respect to educational records, as amended 11/21/96, and Final Rule 34
 CFR Part 99, December 9, 2008)
 US Patriot Act of2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C.
 §2332b(g)(5)(B) and 2331
 PL 107-110 "No Child Left Behind Act of2001" Sections 5208 and 9528
Owasso Independent Sch. Dist. No.1 -011 v. Falvo, 534 U.S.426 (2002)

Policy adopted:

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Rights Under FERPA for Elementary and Secondary Institutions

[Note: Under the procedures outlined in the policy, the following information will be disclosed on an annual basis to parents of students currently in attendance.]

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. et. seq., affords parents certain rights with respect to the student's education records. They are:

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

Parents should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal [or appropriate school official] will make arrangements for access and notify the parents of the time and place where the records may be inspected.

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

Parents may ask the District to amend a record that they believe is inaccurate, misleading, or otherwise violates the student's privacy rights. Parents should write the school principal [or appropriate school official], clearly identifying the part of the record the parents want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

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

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Rights Under FERPA for Elementary and Secondary Institutions
(continued)

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

Upon request, the District will disclose a student's education record without consent to officials of another public school, including other public schools, charter schools, and post-secondary institutions in which the student seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W. Washington, DC 20202-
4605

[Note: In addition, a school district may want to include a directory information public notice, as required by the regulation, 34 CFR §99.37, with its annual notification of rights under FERPA. The following two paragraphs are recommended for inclusion and must be included in the annual notification if the school district wants to be able to disclose "Directory Information" under JIB of the Student Records Policy.]

**Woodbridge School District
Woodbridge, Connecticut**

Model Notification of Directory Information

Unless notified in writing by a parent to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such information may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, the PTO and companies that publish yearbooks. It includes, but is not limited to, the parent's name and/or e-mail address, the student's name, address, telephone number, e-mail address, grade level, photographic, computer, and/or video images.

Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Such objection shall be in writing and shall be effective for one school year.

TRANSFER OF CONFIDENTIAL STUDENT INFORMATION

Date: _____

Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), I hereby authorize the Woodbridge School District to release and/or obtain the following confidential records recording my child:

Name of Child: _____

Address: _____

Date of Birth: _____

Guardian(s): _____

Please check all that apply:

Obtain

Release

All Records

Cumulative file

Pupil Personnel/Special Education

Disciplinary

Health Medical*

Other (Please specify)

To/From: _____

Name

Address: _____

Street

Town

State/Zip

I understand that the information to be disclosed is protected as an "education record" under FERPA, and that such information shall not be redisclosed unless permitted under FERPA. I further understand that the officers, employees, and agents of any party that receives protected information under FERPA may use such information only for purposes for which the disclosure is made.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian

***If this authorization is being used to obtain Protected "Health Information from a child's physician or other covered entity under HIPAA, the following section must also be completed:**

I, the undersigned, specifically authorize _____ to disclose my child's
Name of Physician
medical information, as specified above, to my child's school, _____
Name of School
at the above address for the purposes described below (i.e., health assessment for school entry, special education evaluation, etc.):

By signing below, I agree that a photocopy of this authorization will be valid as the original. This authorization will be valid for a period of one year from the date below. I understand that I may revoke this authorization at any time by notifying the physician's office in writing, but if I do, it will not have any effect on actions taken by the physician prior to receiving such revocation.

I understand that under applicable law, the information disclosed under this authorization may be subject to further disclosure by the recipient and thus, may no longer be protected by federal privacy regulations.

I understand that my child's treatment or continued treatment with any health care provider or enrollment or eligibility for benefits with any health plan may not be conditioned upon whether or not I sign this authorization and that I may refuse to sign it.

Any information received by the school pursuant to this authorization is subject to all applicable state and federal confidentiality laws governing use and disclosure of such information.

Signature of Parent/Guardian

Date

Print Name of Parent/Guardian



March 17, 2014

WHEREAS, an excellent public school system is vital to the quality of life in this community and fundamental to preserving a strong democratic society now and in the future; and

WHEREAS, public schools are being held to higher standards of accountability than ever before at both the state and federal levels; and

WHEREAS, the Woodbridge Board of Education represents an invaluable resource in this community as local decision-makers, responding to the challenge of assuring our school meets these higher standards; and

WHEREAS, these school board members must formulate policies to assure that all children learn to their fullest potential and these Board members continually strive for improvement and progress with an understanding of the need for commitment to the highest standards of student achievement; and

WHEREAS, these school board members are working diligently to assure our young people are educated and prepared for the future; and

WHEREAS, the men and women elected to these positions deserve recognition and thanks for their countless hours of volunteer, unpaid service to public education and the children of our community;

NOW THEREFORE, the Woodbridge Board of Selectmen and the Woodbridge School District thank all members of the Woodbridge Board of Education for their tireless and devoted service to our children, our schools and our community and urge all residents of our community to join us in expressing appreciation to these exemplary public servants and hereby designate March 17, 2014 as School Board Member Day.



Ellen Scalettar, First Selectman



Dr. Gaeton F. Stella, Superintendent

Minutes March 6, 2014 Facilities Committee Meeting

1. Called to Order at 7:32 a.m.
2. BRS Building Project Update
 - Building Committee meets next Thurs. ;
 - In process of finalizing contract;
 - Only night work anticipated between commencement of work, end of June;
 - Dr. Stella, Al Pullo, Greg Kula are working directly with Project Manager, Construction Manager, teachers to coordinate, plan for minimizing classroom disruption from commencement of work through June, organizing move, thoroughly cleaning space;
 - Waiting for contract, final schedule to determine what, if any portion of the building, grounds can be utilized during the summer;
 - Projected timeline – project completion before Summer of 2016
3. Buildings and Grounds Projects 2013/14
 - Wish list – widen path from North parking lot to North playground and fix pavement on South;
 - Will need to be timed with construction, waiting for STEEP grant – anticipated by early Spring 2015
4. Tools for Schools Update
 - Survey of Primary Wing has been completed
 - Program has gotten statewide recognition
 - Improvements / Progress continue to be seen each year
 - Work will continue on D wing, South

Sustainability Update

- Stewards are teaching other students about recycling in the cafeteria
- Will study/receive information about single stream recycling with help of Greg Kula
- MAG / Massaro farm collaboration moving forward, looking at in school programming

5. Adjourned at 8:00 a.m.

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 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
WOODBRIDGE SCHOOL DISTRICT**

To be Completed by Custodial Parent or Legal Guardian

I, (We) _____, being duly sworn, hereby declare that I am (we are) legal resident(s) of the Town of Woodbridge and I am (we are) currently sharing a legal residence at _____ Woodbridge with the family who are also legal residents of the Town of Woodbridge. My child _____ is also residing with me at this residence. I swear that this address is my bona fide residence and that my child is not residing at the above address for the sole purpose of attending the Woodbridge Public Schools.

I 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 Section 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 _____

A new affidavit must be executed annually in cases where lease agreements are for 1 year only.

**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**

WOODBIDGE BOARD OF EDUCATION
Woodbridge, Connecticut 06525

**AFFIDAVIT OF RESIDENT FOR ENROLLMENT IN THE
WOODBIDGE 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

WOODBRIAGE 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;
- i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- J. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;

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:

WOODBRIIDGE 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:

WOODBIDGE 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:

WOODBIDGE 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:

WOODBRIIDGE 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)
	<i>Land v. Baptist Medical Center</i> , 164F3d423 (8 th 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

WOODBIDGE 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:

WOODBIDGE 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:

WOODBIDGE 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:

WOODBIDGE 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:

Woodbridge Public Schools
SECTION 504 REFERRAL

Student's Name _____ Date _____

DOB: _____ Grade _____ Teacher _____

Parent(s) _____ Address _____

Home Phone _____ Cell Phone _____

Reason for Referral

- Staff Recommendation
- Intervention Team
- Parent
- Other

There is reasonable cause to suspect that this student has a handicap, which substantially limits one or more of the following major life activities:

- Learning
- Social Emotional/Behavioral
- Communication
- Health
- Vision
- Hearing
- Motor/Movement
- Self-Help Skills
- Other _____

Prior Referrals: _____ Intervention Team (Attach copy of Referral, Action Plan, and Data)

_____ IEP (Attach copy of Referral)

Presenting Concern

Describe the presenting concern. (Attach additional information if necessary)

Referred by: _____ Relationship to Child: _____

Date Received: _____

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).
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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
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 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:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Students

Surrogate Parent Program

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 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:

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

