

**PARENT / STUDENT HANDBOOK
OF SELECTED
POLICIES, PROCEDURES AND
REGULATIONS**



*Jeffrey F. Solan, Ed.D.
Superintendent of Schools*

CHESHIRE PUBLIC SCHOOLS

August 2021

(Revised 10/2021 to add Policy #5145.44-Title IX)



Cheshire Public Schools
29 Main Street, Cheshire, CT 06410

Administration

Jeffrey F. Solan, Ed.D., Superintendent of Schools 203-250-2430
Marlene Silano, Assistant Superintendent for Instructional Services 203-250-2431

District

Vincent J. Masciana, Chief Operating Officer 203-250-2429
Robin-Anne Carey, Director of Pupil Personnel Services 203-250-2422
Christina Sherwood, Supervisor of Elementary Special Education 203-272-0335 (Highland School)
Marie Broadway, Supervisor of Secondary Special Education 203-272-3249 (Dodd Middle School)
203-250-2542 (Cheshire High School)
Kevin Hanlon, Coordinator of Curriculum & Instruction K-8 203-250-2439
Kelly Lenz, Director of Adult Education & Coordinator of School/
Community Relations and School/Business Partnership 203-250-2452

Schools

| | | | |
|---|---------------------|--|--------------|
| <u>Darcey Kindergarten/Pre-K</u> 1686 Waterbury Road Principal: Kimberly Dessert | 203-272-3343 / 3577 | <u>Norton Elementary School</u> 414 North Brooksvale Road Principal: Kelly Grillo | 203-272-7283 |
| <u>Chapman Elementary School</u> 38 Country Club Road Principal: Diana Burns | 203-272-3591 | <u>Dodd Middle School</u> 100 Park Place Principal: Michael Woods | 203-272-3249 |
| <u>Doolittle Elementary School</u> 735 Cornwall Avenue Principal: Amy O'Brien | 203-272-3549 | <u>Cheshire High School</u> 525 South Main Street Principal: Dr. Mary Gadd | 203-250-2511 |
| <u>Highland Elementary School</u> 490 Highland Avenue Principal: Scott Jeffrey | 203-272-0335 | <u>Humiston School</u> 30 Spring Street Principal: Maureen Reed, Ed.D. | 203-250-2442 |

Cheshire Public Schools Central Office – 203-250-2400
Adult Education and Summer School Office – 203-250-2430, 203-250-2450
Transportation Office – 203-272-2472
Cheshire Public Schools Closing/Information Line – 203-250-2410

Cheshire Public Schools Website: www.cheshire.k12.ct.us



Cheshire Public Schools
29 Main Street, Cheshire, CT 06410

CHESHIRE BOARD OF EDUCATION

BOARD MEMBERS

Mr. Anthony Perugini, Chair (R 2021)
656 Ashley Court
Cheshire, CT 06410
Email: aperugini99@cheshire.k.12.ct.us
(203) 699-9828

Mr. Adam Grippo, Vice Chair (R 2021)
1068 Avon Blvd.
Cheshire, CT 06410
Email: grippoboe47@cheshire.k.12.ct.us
(203) 272-8865

Ms. Kathryn Hallen, Secretary (D 2021)
80 Autumn Court
Cheshire, CT 06410
Email: khallenBOE@gmail.com
(203) 272-1348

Ms. Faith Ham (Elected 2019 R) (2023)
633 Cortland Circle
Cheshire, CT 06410
Email: fham@cheshire.k12.ct.us
(408) 309-4305

Ms. Anne M. Harrigan (D 2023)
720 Ward Lane
Cheshire, CT 06410
a.harrigan@att.net
(203) 439-0181

Mr. Andrew Martelli, (R 2023)
1245 Marion Road
Cheshire, CT 06410
Email: anmartelli@cheshire.k12.ct.us
(203) 228-3441

Mr. Tim White (Elected 2019 R) (2023)
11 Colonial Court
Cheshire, CT 06410
Email: twhite1@cheshire.k12.ct.us
(860) 886-3164

2021-22 BOARD OF EDUCATION MEETING SCHEDULE (7:30 P.M.)

| | | |
|---------------------------|-------------------------|-----------------------------|
| September 2, 2021 | Town Hall | Opening of School* |
| September 23, 2021 | Town Hall | Business |
| October 7, 2021 | Town Hall | Open Forum |
| October 21, 2021 | Town Hall | Business |
| November 4, 2021 | Elementary School (TBD) | Elementary School Showcase* |
| November 18, 2021 | Town Hall | Business |
| December 9, 2021 | Town Hall | Organizational/Business |
| January 13, 2022 | Town Hall | Budget Presentation* |
| January 20, 2022 | Town Hall | Business |
| February 17, 2022 | Town Hall | Business |
| March 3, 2022 | Dodd Middle School | Middle School Showcase* |
| March 17, 2022 | Town Hall | Business |
| April 21, 2022 | Town Hall | Business |
| May 5, 2022 | Cheshire High School | High School Showcase* |
| May 19, 2022 | Town Hall | Business |
| June 2, 2022 | Town Hall | Business |
| June 30, 2022 (7:30 a.m.) | Humiston Board Room | Fiscal** |



CHESHIRE PUBLIC SCHOOLS
29 Main Street, Cheshire, Connecticut 06410

Jeffrey F. Solan
Superintendent of Schools

August 2021

Dear Parent/Guardian:

Welcome to the new school year!

This Parent-Student Handbook includes selected policies and procedures and important information your child and family should have available throughout the year. The Board of Education is required by state law to inform each student of certain policies, procedures and regulations, such as the policies on discipline, suspension and expulsion; drugs, tobacco and alcohol; homework and absences, among others. The Board of Education continually reviews its policies, revising and updating them to meet the needs of our community and our schools. The policies contained in this booklet are those that we generally believe to be most relevant to families, but the booklet is not inclusive of all Board of Education policies. We provide you with this booklet as a reference source and encourage you to keep it handy throughout the school year.

All of us in the Cheshire Public Schools hope that the coming year is both productive and enjoyable for you and your entire family. We encourage you to communicate with us and with your child's teachers as much as possible.

Thank you for your support and cooperation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Solan".

Jeffrey F. Solan, Ed.D.
Superintendent of Schools

JFS/ckj

ADDITIONAL INFORMATION OF WHICH YOU SHOULD BE AWARE

PHYSICAL EXAMINATION REQUIREMENTS. In accordance with State Law (Public Act #81-139, 91-327), all students are required to have physical examinations in Preschool, Kindergarten, Seventh and Tenth Grade levels, including immunization against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps and rubella (German measles) and hemophilus influenza type B. ([List of Immunization Requirements](#)) In addition, Hepatitis A, Hepatitis B, Varicella, Pneumococcal and Influenza is required for Preschool as of August 1, 2011. Hepatitis B, Varicella, Hib are included along with DTaP, Polio, MMR requirements for Kindergarten. Tdap, Varicella, and meningococcal vaccines for grade 7, are also a new requirement as of August 1, 2011. Questions regarding these requirements should be directed to your school nurse.

STUDENT RECORDS. The records of students maintained at the individual schools are accessible to you under established procedures. Under the Family Educational Rights and Privacy Act (FERPA) of 1974, parents and eligible students are accorded the following rights regarding educational records: 1) inspect and review the student's education records; 2) request the amendment of the student's records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy rights or other rights; 3) consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA regulations authorize disclosure without consent; 4) file with the US Department of Education a complaint concerning alleged failures by the Cheshire Public Schools to comply with the FERPA regulations; and 5) obtain a copy of Cheshire Public Schools' policies for student records. Copies of these policies are located in the office of the Superintendent of Schools and in the principal's office of each school in the district.

SECTION 504 OF THE REHABILITATION ACT OF 1973 TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990. Section 504 and Title II prohibit discrimination on the basis of disability. It is the policy of the Cheshire Board of Education to provide a free and appropriate education for students with disabilities, regardless of the nature or severity of the student's disability; including those who are in need of special education and related services.

A student may be eligible for accommodations under Section 504 if the student has a physical or mental impairment which substantially limits one or more major life activities. A student with a qualifying disability under Section 504 must receive those accommodations, modifications, and/or services which are needed to ensure that the student receives an educational opportunity equal to that afforded to non-disabled students. Either parents/guardians or school personnel may refer a student for determination of eligibility under Section 504.

Any person with a complaint concerning discrimination with regards to services or facilities under Section 504 may file a grievance with the Board's Section 504 Coordinator. Grievance forms are available from central office for this purpose. The person submitting the grievance must include: the name(s) of person(s) or group making the complaint; whether the person(s) represents an individual or group; whether the person(s) making the complaint has discussed the problem with the site administrator; and a summary of the complaint and a suggested solution(s). The Section 504 Coordinator will have ten (10) school days to mail a reply to the complainant. If the complainant is not satisfied with the response received from the Section 504 Coordinator, or if no response is mailed by the 504 Coordinator within ten (10) business days, the complainant may request an impartial due process hearing to review the complaint.

The Board shall not coerce, intimidate, threaten, retaliate against or interfere with any person who attempts to assert a right protected by the above law and will cooperate with investigating and enforcement proceedings under Section 504, as well as the ADA, Title IX and Title VI.

Any person having inquiries concerning the Cheshire Board of Education's compliance with the regulations implementing Section 504 is directed to contact the Board's Section 504 Coordinator. Robin-Anne Carey, Director of Pupil Personnel, Address: 29 Main Street, Cheshire, CT 06410; Telephone: (203) 250-2422.

Additional Information (continued)

TITLE IX POLICY. Title IX federal regulations prohibit discrimination and harassment on the basis of sex in education programs and employment practices. Any student, parent/guardian, employee or employment applicant, or visitor who feels that he/she has been discriminated against or harassed on the basis of sex may file a grievance with the Title IX Building Coordinator, unless that person is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent. Grievance forms are available from the school principal or central office for this purpose. The complainant must report the alleged discrimination within forty (40) calendar days. The Building Coordinator will investigate the grievance and issue written findings of the investigation within ten (10) business days. The complainant may file a written appeal to the Superintendent, who is the District Title IX Coordinator. The Superintendent will review the findings and may conduct an additional investigation. The Superintendent will issue a written decision within a reasonable time period. If the investigation process reveals that sexual discrimination or harassment has occurred, the Board will take all reasonable actions to ensure that it ceases and does not recur. Title IX Building Coordinators:

Diana Burns, Principal
Chapman Elementary School
38 Country Club Rd, Cheshire, CT 06410
(203) 272-3591

Mary Joscelyn-Gadd, Ed.D., Principal
Cheshire High School
525 South Main Street, Cheshire, CT 06410
(203) 250-2511

Kim Dessert, Principal
Darcey School
1686 Waterbury Road, Cheshire, CT 06410
(203) 272-3343

Michael Woods, Principal
Dodd Middle School
100 Park Place, Cheshire, CT 06410
(203) 272-3249

Title IX District Coordinator:

Amy O'Brien, Principal
Doolittle Elementary School
735 Cornwall Avenue, Cheshire, CT 06410
(203) 272-3549

Scott T. Jeffrey, Principal
Highland Elementary School
490 Highland Avenue, Cheshire, CT 06410
(203) 272-0335

Kelly Grillo, Principal
Norton Elementary School
414 North Brooksvale Road, Cheshire, CT 06410
(203) 272-7283

Maureen Reed, Ed.D., Administrator
Humiston School
30 Spring Street, Cheshire, CT 06410
(203) 250-2442

Robin-Anne Carey , Dir. of Pupil Personnel Services
Cheshire Public Schools
29 Main Street, Cheshire, CT 06410
(203) 250-2422

NO SCHOOL/DELAYED OPENING/EARLY DISMISSAL ANNOUNCEMENTS. Arrangements have been made with a number of radio and television stations to broadcast "NO SCHOOL/DELAYED OPENING/EARLY DISMISSAL ANNOUNCEMENTS" on their early morning programs. We ask that parents and students tune in to one of the following stations when weather conditions indicate that school sessions might be canceled. If the Cheshire Public Schools delay opening, there will be a standard TWO HOUR delay. PLEASE DO NOT CALL THE SCHOOLS, POLICE OR RADIO/TV STATIONS. After 6:00 a.m. parents may call 250-2410 for a recorded announcement. Radio and television stations will broadcast school cancellations starting as early as 5:45 a.m. *However, in the event that a delay or cancellation is not called, parents are encouraged to keep children home if they deem local neighborhood conditions unsafe for travel to schools.*

Television Stations: WFSB (3), Hartford; WTNH (8), New Haven; WVIT (30), West Hartford, Fox CT (6); and Cable Access Channel 16

Radio Stations: WTIC/WRCH/WTIC/WZMX - Hartford 1080 AM, 100.5 FM, 96.5 FM, 93.7 FM

Additional Information (continued)

BUS RULES AND REGULATIONS. The safe transportation of students is a main concern of the Board and the administration. A copy of bus regulations of the Board of Education is included in the Back to School Documents. These regulations must be reviewed and consented to electronically. Students should be kept aware of the need to comply with these rules. Teaching activities at the schools will emphasize their importance, but parental concern and awareness of the regulations are the primary factors in maintaining a safe system. *ANY TIME BUSES ARE STOPPED WITH THEIR SOS LIGHTS ACTIVATED, IT IS ILLEGAL FOR AN AUTOMOBILE TO PASS THEM FROM ANY DIRECTION. SIGNS NOTING THIS FACT ARE POSTED AT THE LOADING AREAS AT EACH SCHOOL. PLEASE OBEY THEM.*

DIRECTORY INFORMATION. Congress passed comprehensive education legislation, the *No Child Left Behind Act of 2001*, which requires school districts to release high school student directory information, (i.e. name, address and telephone number of students), to military recruiters upon request. While it is certainly our intent to comply fully with all aspects of this new law, should parents wish not to have their child's directory information released, it is necessary that notification be made directly to the Principal of Cheshire High School in writing and that the request be renewed annually. A separate form will be provided through the high school for you to fill out and return should you decide not to allow directory information to be released. If you have no concern regarding the release of your child's directory information, you need not take any action.

INTEGRATED PEST MANAGEMENT PROGRAM (Student Safety: Public Act 99-165). In 1999, the State Legislature enacted PUBLIC ACT 99-165 (AN ACT CONCERNING NOTICE OF PESTICIDE APPLICATIONS AT SCHOOLS AND DAY CARE CENTERS) regarding the use of pesticides on school property. The act requires that the school system develop a registry of parents that would like notification prior to application of a pesticide on school property. Cheshire's Integrated Pest Management program utilizes /entails some of the following procedures: buildings are visually inspected on a regular basis to determine if any infestation exists and to eliminate any condition that might be conducive to breeding or attracting of pests; corrective actions are taken immediately when there is a potential concern; non-toxic solutions are utilized as a first course of action to abate any pest problem; when toxic measures (pesticides) must be used the least toxic available product is utilized; chemical treatment is only performed by State licensed applicators; and treatments, when necessary, are done during non-school hours. Parents wishing to be placed on the school district notification registry and/or seeking to view the district's prior year's use of pesticides on school property should contact the school principal's office directly. The primary method of registry notification will be by e-mail. Parents that do not have an e-mail address will be contacted by telephone. Contact will be made 24 hours prior to any pesticide application.

STUDENT DATA PRIVACY COMPLIANCE –

Pursuant to Connecticut General Statutes §§ 10-234bb, on and after July 1, 2018, a local or regional board of education shall enter into a written contract with a software vendor any time such local or regional board of education shares or provides access to student information, student records or student-generated content with such vendor. Each local and regional board of education shall maintain and update, as necessary, an Internet web site with information relating to all contracts entered into with data software vendors. Cheshire Public Schools has made their written contracts available from the following web address: <https://sites.google.com/cheshire.k12.ct.us/data-privacy/privacy-compliance?authuser=0>

INSTRUCTIONAL TEXTBOOKS/ E-BOOKS

Any instructional textbook that is used in class and/or course currently using an e-text is also available in hard copy for use at home. Students are asked to speak to his/her teacher directly to obtain a hard copy of an instructional textbook if needed for use at home.

Additional Information (continued)

GRADUATION REQUIREMENTS. Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) a one credit mastery-based diploma assessment/senior experience. Included in this handbook is a complete copy of Policy #6146 Graduation Requirements.

GREEN CLEANING PROGRAM – ANNUAL NOTIFICATION

Public Act #09-81 concerns Green Cleaning Products in Schools. Cheshire Public Schools maintains a Green Cleaning Program for the cleaning and maintenance of all school buildings in the district. All cleaning products meet certified environmental standards approved by the State Department of Administrative Services in consultation with the Commissioner of Environmental Protection. Available at your school facility in the main office is the following:

1. Letter from cleaning contractors and suppliers verifying the products they supply and use are green seal certified.
2. Complete list of green cleaning products.
3. MSDS (Material Safety Data Sheets) of all cleaning products.
4. Cleaning schedule and scope of work.

A complete Green Cleaning Program is available at the Office of Management Services and the Office of Buildings and Grounds. Annual Green Cleaning Program letters will be released in the month of September of each school year with any necessary updates and revisions.

In accordance with the Public Act #09-81, NO CONSUMER PRODUCTS which are intended to clean, deodorize, sanitize or disinfect may be brought into school facilities by teachers, staff members, parents or guardians. For more information, questions or concerns please contact the Office of Buildings and Grounds at (203) 250-2574.

ASBESTOS MANAGEMENT PLAN. As required by the guidelines of the Asbestos Hazard Emergency Response Act (AHERA) the Cheshire Public Schools maintains asbestos management plans for all school facilities. Those plans are available for viewing by contacting school offices or the Building and Grounds Department at 250-2574.

The Cheshire Public Schools adheres to all state and federal requirements for inspections of its facilities for potential asbestos hazards, trains its personnel to understand asbestos regulations and takes required actions when remediation is necessary.

BOARD OF EDUCATION POLICIES. A manual of all Board of Education policies is available for your information online at www.cheshire.k12.ct.us/board-of-education/policies-and-regulations, the Cheshire Public Library, all school libraries, principals' offices, and in the office of the Superintendent of Schools.

REPORT CARDS ON STATEWIDE ACADEMIC ASSESSMENT. The School and District Strategic School Profile reports as compiled by the State of Connecticut will serve as the district's report card on statewide academic assessment. These reports can be reviewed at the State of Connecticut, Department of Education website at www.csde.state.ct.us.

Additional Information (continued)

HEALTH CURRICULUM. The K-12 Health Department, in conjunction with the District Health Curriculum Committee, developed a Health Curriculum for elementary schools (Grades K-6), middle school (Grades 7 and 8), and high school (Grades 9 – 12) students. The elementary schools and Dodd Middle School implement this curriculum using the services of the school district’s health teachers, classroom teachers (K-6 only), nurses, and guidance counselors.

Listed are the topics addressed in the curriculum by grade level:

- Kindergarten:** Bullying Prevention, Harassment, Substance Abuse Prevention, Nutrition, Disease Prevention, First Aid, Safety and Accident Prevention, Mental/Emotional Health, and Physical Fitness.
- Grade 1:** Bullying Prevention, Harassment, Substance Abuse Prevention, Nutrition, Human Growth and Development, Disease Prevention, First Aid, Safety & Accident Prevention, Community Health, Mental/Emotional Health, and Physical Fitness.
- Grade 2:** Bullying Prevention, Harassment, Substance Abuse Prevention, Nutrition, AIDS, Disease Prevention, First Aid, Safety and Accident Prevention, Community Health, Mental/Emotional Health and Physical Fitness.
- Grade 3:** Bullying Prevention, Harassment, Substance Abuse Prevention, Nutrition, Disease Prevention, First Aid, Safety and Accident Prevention, Community Health, Mental/Emotional Health, and Physical Fitness.
- Grade 4:** Bullying Prevention, Harassment, Substance Abuse Prevention, Human Growth and Development, AIDS, Disease Prevention, Consumer Health, Community Health, Mental/Emotional Health, and Physical Fitness.
- Grade 5:** Bullying Prevention, Harassment, Substance Abuse Prevention, Human Growth and Development, Disease Prevention, First Aid, Safety & Accident Prevention, Consumer Health, Community Health, Mental/Emotional Health and Physical Fitness.
- Grade 6:** Bullying Prevention, Harassment, Substance Abuse Prevention, Nutrition, Human Growth and Development, AIDS, Disease Prevention, First Aid, Safety & Accident Prevention, Community Health, Mental/Emotional Health, and Physical Fitness.
- Grade 7:** Substance Abuse Prevention, Bullying Prevention, Nutrition, Human Growth and Development, Disease Prevention, First Aid, Safety, and Accident Prevention
- Grade 8:** Substance Abuse Prevention, Nutrition, Human Growth and Development, AIDS, Disease Prevention, Mental/Emotional Health, Harassment Education and Youth Suicide Prevention
- Grade 9:** The Health Curriculum is provided through the Health and Physical Education Department. The units of study include: Substance Abuse Prevention, Mental and Emotional Health, Nutrition, Human Growth and Development, Sexual Health Education including Contraception, AIDS Education and Disease Prevention, and Personal Fitness
- Grade 10:** The Health Curriculum is provided by the Science Department as part of the Biology Curriculum. The units of study include: Substance Abuse Prevention, Human Growth and Development, Disease Prevention, and AIDS
- Grade 11:** The Health Curriculum is provided through the Junior Health Seminar. The units of study include: Substance Abuse Prevention, Mental and Emotional Health, Human Growth and Development, AIDS Education and Disease Prevention, Sexual Health Education including Contraception, First Aid and Safety/CPR, Nutrition

Additional Information (continued)

Grade 12: The Health Curriculum is provided through the following electives:

- ◆ Adult Roles
- ◆ Child Development
- ◆ Human Growth and Development
- ◆ Human Body Systems
- ◆ Current Issues
- ◆ Psychology
- ◆ Sociology
- ◆ Peer Health Educators

These units of study include: Substance Abuse Prevention, Human Growth and Development, Disease Prevention, and Consumer and Community Health.

The State of Connecticut has mandated that students be offered Acquired Immune Deficiency Syndrome (AIDS) education at certain grade levels. The District Health Curriculum Committee has selected grades 2, 4, 6, 8, 9th grade Health, 10th grade Biology, and 11th grade Health Seminar to receive AIDS education. The instruction in AIDS will be developmentally appropriate for the students and assist them in making healthy decisions as they grow up in a world where AIDS is a reality. In the early grades, discussion is centered on not touching objects that are dirty or sharp and caution concerning blood contact.

If there is any reason why you would prefer your child not participate in the AIDS portion of the Health Curriculum, you must inform your school principal by phone within two weeks after the start of the school year. The request must also be submitted in writing. Arrangements will be made for an alternative activity during the AIDS portion of the program.

08/2021

CHESHIRE PUBLIC SCHOOLS
29 Main Street
Cheshire, Connecticut 06410

August 2021

BUS RULES AND REGULATIONS

The following information is provided so that you can help your child comply with the following Bus Rules and Regulations.

The primary objective of the bus transportation system is to provide safe, efficient, and economical bus transportation for the students of the Cheshire Schools. Courtesy and good manners are essential in achieving this objective.

To meet this objective, full cooperation in adhering to the following rules and regulations is necessary.

1. The driver of the bus is in full charge of the bus and all students riding therein.
2. Students must take a seat when they enter the bus and remain seated, facing forward until their designated stop. They should get on and off the bus only when it is fully stopped.
3. Reasonable conversation is permitted. No indecent or profane language shall be permitted on the bus, nor shall there be any rowdiness or loud talking.
4. Conversation with the driver is prohibited while the vehicle is moving.
5. No eating on bus.
6. The use of tobacco, alcohol, or drugs on the bus is prohibited.
7. Students must not throw paper, hats, snowballs, or other objects in or about the bus.
8. Bus windows shall not be opened without permission from the driver.
9. Students shall assist in keeping the bus clean and orderly and shall refrain from damaging or abusing the bus, its cushions, padding or other equipment.
10. The emergency door is to be kept free and available at all times.
11. The bus aisle is to remain clear at all times
12. Upon entering or leaving the bus, students shall avoid crowding or in any way disturbing others. After exiting, move away from the bus, do not walk along the side of the bus.
13. After exiting from the bus, students living on the opposite side of the road shall cross to the other side in front of the bus.

14. Students who damage, injure, or deface any bus or any equipment on any bus shall be held liable for such damage.
15. Students are expected to be at their assigned bus stop at least ten minutes prior to the regular bus arrival time.
16. The assigned bus stop is located 10 feet from the curb within view of the bus driver. If the driver doesn't see the student at the bus stop, they will move on.
17. Given limited seating capacity, any object that is too large to be held on the student's lap cannot be brought on the school bus, unless a prior arrangement has been made with the Transportation Office of the Cheshire Public Schools.
18. Dangerous implements may not be brought on any school bus operated by or for the Cheshire Public Schools.
19. Transportation changes for a single day, such as a change of bus or bus stop, require a written request from the parent or guardian. Such requests will be acted upon by the school principal. Transportation changes for more than a single day, including a change of bus or bus stop, also require a written request from the parent or guardian. Requests for more than one day will be acted upon by the Transportation Office of the Cheshire Public Schools.

PENALTIES FOR VIOLATION OF RULES AND REGULATIONS

Any student who violates any of these regulations may be prohibited by the school principal, either temporarily or permanently, from riding the bus, may be suspended from school, or subjected to such other disciplinary action as may be deemed proper by the administration.

ADMINISTRATIVE GUIDELINES FOR SUSPENSION OF SCHOOL BUS PRIVILEGES

- a. **Minor Offenses:** Standing up, seat hopping, spitting, improper seating, shouting, pushing and shoving, littering, eating, harassing other students, and the like.

For each minor offense: Up to three (3) days suspension from transportation on the school bus.

- b. **Major Offenses:** Fighting, profanity, any form of sexual harassment of another student; i.e.: obscene gestures, harassing the bus driver, smoking, throwing objects, igniting matches or lighters, snowballing, vandalism, opening emergency doors, forcing front door open, consecutive minor offenses in excess of three (3) times, and the like.

For each major offense: up to ten (10) days suspension from transportation on the school bus and notification to the parents.

NOTE: This policy statement shall not prohibit utilization by the Board of Education its policy of suspension and expulsion from school (Policy #5114).

BUS PASS PROCEDURE

If passes are issued for Dodd Middle, Cheshire High and/or Wilcox Students.

- a. Bus passes must be shown whenever requested by the driver.
- b. Failure to show bus pass may result in denial of transportation from school.
- c. Passes must be turned in to the driver at his/her request.
- d. Passes will be turned in to the school by the bus supervisor, along with the bus complaint form completed by the driver, on the day the incident occurs.
- e. If a pass is turned in, the student will be provided transportation until administrative action is taken.
- f. Lost passes will be replaced only by the Principal's Office.

**** IMPORTANT ****

ANY TIME A BUS IS STOPPED AND HAS ITS S.O.S. LIGHTS ACTIVATED, IT IS ILLEGAL FOR ANY VEHICLE TO PASS THE BUS FROM ANY DIRECTION. SIGNS NOTING THIS FACT ARE POSTED AT THE LOADING AREAS AT EACH SCHOOL. PLEASE OBEY THEM.

PLEASE NOTE:

- No animals are allowed on school transportation vehicles.
- A visible video camera concealment box has been installed about eye level in the front of each Dattco bus. The Cheshire public school system has contracted with Dattco Bus Company to have the ability to install a video camera in any of Dattco's buses.

THE FOLLOWING TOPICS ARE INCLUDED IN THIS HANDBOOK:

| | Policy / Regulation # |
|--|----------------------------------|
| COMMUNITY RELATIONS | |
| • Mission Statement | 0000 P |
| • Communication with the Public (Parent Involvement) | 1101.1 P, R |
| • Distribution of Materials to and by Students | 1140 P |
| • Visitors to the Schools | 1250 P |
| • Public Complaints | 1312 P, R |
| • Smoking in School Facilities | 1331 P |
| SCHOOL DISTRICT OPERATIONS | |
| • Transportation..... | 3541 P |
| • Transportation Safety Complaints | 3541.5 P |
| • Lunch Charging | 3542.43 P |
| PERSONNEL | |
| • Prohibition on Recommendations for Psychotropic Drugs | 4119 P |
| STUDENTS | |
| • Equal Opportunities..... | 5000 P |
| • Admission/Placement | 5111 P |
| • Ages of Attendance | 5112 P |
| • Attendance, Excused Absences and Truancy | 5113 P, R |
| • Discipline of Students | 5114 P, R |
| • Homeless Students..... | 5118.2 P |
| • Promotion/Acceleration/Retention | 5123 P |
| • Reporting to Parents | 5124 P |
| • Conduct..... | 5131 P |
| • Bus Conduct | 5131.1 P |
| • Video Cameras on School Buses | 5131.11 P |
| • Student Driving and Parking | 5131.3 P, R |
| • Vandalism | 5131.5 P |
| • Drugs and Alcohol/Tobacco..... | 5131.6 P |
| • No Smoking Policy..... | 5131.61 P |
| • Standards of Behavior/Co-Curricular Activities/Out-of-School Behavior..... | 5131.62 P, R |
| • Weapons and Dangerous Instruments | 5131.7 P |
| • Electronic Devices..... | 5131.81 P |
| • Hazing..... | 5131.91 P |
| • Bullying | 5131.911 P, R |
| • Dress Code..... | 5132 P |
| • Administering Medications | 5141.21 P |
| • Reporting of Child Abuse and Neglect..... | 5141.4 P |
| • Youth Suicide Prevention..... | 5141.5 P |
| • Sports-Concussions | 5141.7 P |
| • Safety: Student Dismissal Precautions | 5142.2 P |
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**For the online manual of all
Board of Education Policies, please visit the district website:
<http://www.cheshire.k12.ct.us/board-of-education/policies-and-regulations>**

Mission Statement/Core Beliefs/Vision**Mission Statement**

The Cheshire Public Schools, in partnership with families and the community, will prepare all students to meet the challenges of an ever-changing global society by providing high quality educational opportunities that inspire lifelong learning and service to others.

Our academic core beliefs are fundamental to the development of lifelong learners who will be successful in an ever-changing global society.

- We believe the teaching and learning process is built on a strong curriculum that focuses on the fundamental skills of literacy, critical thinking and problem solving skills as articulated in the Cheshire Performance Standards.
- Each student deserves to be challenged at his/her highest level in a safe, caring and positive environment.
- Our educational excellence depends on the shared goals and high expectations for achievement by our community.

Our social and personal core beliefs provide the foundation for a positive learning environment and are necessary for the success of the learning process.

- We strive to provide a learning environment that promotes the development of social skills and emotional well-being.
- We believe that the education community has a responsibility to respect the individuality of each learner.
- We believe in the importance of promoting: character and personal responsibility; citizenship; service; and leadership.

Our community core beliefs support partnerships that foster educational opportunities.

- We believe the involvement and partnership of parents, students, staff, and community is critical to student success.
- Effective communication and accountability among stakeholders are essential to ensure a healthy school system.
- Financial support is imperative to operational success and to the achievement of our shared goals.

0000(b)

Mission Statement/Core Beliefs/Vision (Continued)**Vision – *Our Vision for the Cheshire Public Schools includes:***

- A curriculum built on sound foundational skills that promote lifelong learning, critical thinking, community involvement and global awareness.
- High standards of achievement for all learners based on vital concepts and skills and the Cheshire Public Schools performance standards.
- Effective, engaging and varied teaching strategies and learning tasks that promote appropriate challenge and rigor for each student.
- A learning community that embraces diversity and promotes respect, trust, and self-esteem, and is safe and free from alcohol, drugs, and violence.
- Classrooms in which learning is inspired and celebrated.
- Ongoing and effective communication and interactions between school, home, and the greater community.
- Students, teachers, parents use technology to enhance learning, teaching, and communicating.
- Facilities that are clean, well-maintained and meet the needs of today's learner.
- Appropriate resources to support the community's goal of educational excellence.

Cheshire Public Schools Vision of the Graduate is a broad statement of the attributes we want our students to demonstrate upon graduation:

The Cheshire Public Schools prepares students to become lifelong learners who can adapt to a rapidly changing society. We believe in the capacity of every student to succeed academically, socially, and emotionally. Through the continuous development of complex skills and knowledge, students will acquire the qualities and characteristics of successful and engaged learners. Graduates of the Cheshire Public Schools will be ready to positively and successfully influence our global society. These skills, knowledge, and characteristics are attained through the satisfactory completion of the content of each course, and in the context of applying these skills across disciplines and in real-world applications throughout every student's educational experience.

The skills, knowledge, and characteristics in the vision are described in the following ways:

The Student as Thinker/Learner (Self):

- The Cheshire graduate uses a variety of complex reasoning skills to shape information into knowledge and knowledge into understanding. Background knowledge is applied to new learning, synthesizing information in the creation of new ideas. The graduate is an independent, reflective, and responsible learner, capable of self-direction, self-efficacy and self-motivation.

Mission Statement/Core Beliefs/Vision (Continued)**The Student as Collaborator (Others):**

- The Cheshire graduate actively participates as a member of a team in order to achieve a common goal. He or she effectively expresses ideas demonstrating respect for self and others while having the social and emotional awareness to recognize individual differences.

The Student as Community Contributor (World):

- The Cheshire graduate is an active participant at the local and global level. The graduate demonstrates concern and respect for self, others, and property in order to make a positive impact on the community and assume responsible and ethical citizenship by taking positive action.

Policy Adopted: 6/28/01
Policy Revised: 2/17/05
Policy Revised: 12/08/11
Policy Reviewed: 5/21/15
Policy Revised: 7/2/19

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations**Communication with the Public****Parent Involvement**

In order to assure collaborative relationships between students' families and the Board of Education and district personnel, and to enable parent(s)/guardian(s) to become active partners in education, the Superintendent shall develop administrative procedures to:

1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education.
2. Encourage involvement in their child's school and education.
3. Establish effective two-way communication between all families and the Board of Education district personnel.
4. Seek input from parent(s)/guardian(s) on significant school-related issues.
5. Inform parent(s)/guardian(s) on how they can assist their children's learning.

The Superintendent shall periodically report to the Board on the implementation of this policy.

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Policy adopted: December 4, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations
Communication with the Public**Parent Involvement**

Building Principals shall advocate effective, comprehensive family involvement in education which will promote parent(s)/guardians becoming active partners in education. Principals shall, annually provide a written report to the Superintendent on parental involvement programs and efforts in their buildings. The following are examples of parental involvement programs for principals to consider. This list will be updated as new ideas for involving parents are generated.

- 1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education.**
 - Develop and distribute a comprehensive student handbook
 - Distribute information to parent(s)/guardian(s) on their school visitation rights
 - Open houses
 - Parent-teacher conferences
 - Progress reporting and report cards
 - Newsletter
 - Financial Aid night
- 2. Encourage involvement in their child's school and education.**
 - Support and encourage parent volunteer opportunities
 - Work with the PTA to promote parent volunteer opportunities
- 3. Establish effective two-way communication between all parent(s)/guardian(s) and the Board of Education and district personnel.**
 - Principal coffees
 - Work with PTA leadership to ensure parental input
 - Train personnel on how to collaborate effectively with families with diverse backgrounds, including backgrounds that might impede parental participation (e.g., illiteracy or language difficulty)
- 4. Seek the advice of parents(s)/guardian(s) on school governance issues and methods to fulfill the district's educational mission.**
 - Work with the PTA leadership to ensure parental input
 - Establish a school-community advisory committee to identify, consider and discuss educational problems and issues
- 5. Inform parent(s)/guardian(s) on how they can assist their children's learning.**
 - Provide information to parent(s)/guardian(s) on how they can help children learn, including activities that are related to classroom activities
 - Provide programs on how to establish a home environment which supports learning and appropriate behavior
 - Homework-hotline

Community Relations

Distribution of Materials to and by Students

1. Flyers

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

2. Announcements

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

3. Content

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

Use of Students

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

The Superintendent or his/her designee shall interpret this policy strictly. In case of differences of decision, the decision of the Superintendent will be final and may be made when, in their judgment, the best interests of the students will be served. In case of differences of opinion between them the decisions of the Superintendent will be final.

Budget/Referendum Materials

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

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

Policy adopted: April 15, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations

Visitors to the Schools

The Cheshire Board of Education, and staff of the school district, welcome and encourage parents or guardians, members of the community, and other interested persons to visit the schools.

In order to promote a safe and productive educational environment for all students and staff, the Board of Education requires all visitors to receive approval from the school Principal or his/her designee before being permitted to enter any school building. The Board of Education, through the administration, reserves the right to limit visits in accordance with policy.

Visits for the purpose of classroom observations shall be permitted only with the Principal's and teacher's approval.

The Principal or his/her designee shall have complete authority to exclude from the school premises any persons whom he/she has reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or students on the premises, or whom the Principal believes are on the premises for the purposes of committing an illegal act.

Trespassing

Unauthorized presence on school property will constitute trespassing. Unauthorized persons may be requested to leave the premises by the principal, teacher, custodian, a member of the administrative staff, or a member of the Cheshire Police Department, or any duly recognized law enforcement officer.

Persons failing to comply with any of the above policy will be considered to be trespassing and in violation of the rules and policies of the Cheshire Board of Education and shall be liable for prosecution in conformity with state law.

Policy adopted: April 15, 1996
Policy Revised: June 7, 2018

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations

Public Complaints

Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. Parents should be made aware of the proper channels of communication and appeal. The decision of the principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board must be in writing and signed.

Upon receipt of a written petition signed by one percent of the voters, the Board of Education shall hold a public hearing on any question specified in the petition within three weeks of receipt of the petition.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)
 President's Council, District 25 v. Community School Board No. 25 457 F.2d
 289 (1972), cert. denied 409 U.S. 998 (1976)
 Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).
 Board of Education, Island Trees Union Free School District No. 26 v.
 Pico, 457 U.S. 853 (1982).
 Academic Freedom Policy (adopted by Connecticut State Board of
 Education, 9/9/81).
 Connecticut General Statutes
 10-238 Petition for hearing by Board of Education.

Policy adopted: April 15, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations**Public Complaints****Instructional Materials**

The Board of Education is responsible for the selection and purchase of texts and other instructional materials. The Board delegates to the Superintendent or his/her designees the authority for the selection of texts and other instructional materials in order to meet the educational objectives of the district.

In accordance with the above, the following guidelines for dealing with complaints regarding texts or other instructional materials shall be followed:

1. Any person who wishes to request reevaluation of the use of any text or instructional material shall be encouraged to talk with the appropriate teacher, preferably in person. An individual parent has the right to request that his/her child not be required to use a specific text or instructional material, provided a qualifying written request to excuse the child is made with notification to the appropriate building principal. Alternative texts or instructional materials will be provided when circumstances warrant such action. A decision in such matters will be guided by state laws and regulations where applicable.
2. If there is need for further appeal, the complainant should present, in writing, any objections to the principal for discussion. If the complainant is dissatisfied with the outcome of the conference with the principal he/she may request, in writing, a conference with the Assistant Superintendent. The complainant shall include in this request a brief explanation of the reason for the conference.
3. The Assistant Superintendent or his/her designee, shall offer to meet with all parties involved in an attempt to mediate the issue.
4. If necessary, the Assistant Superintendent will then present all written materials to the Superintendent who may meet with all parties involved.
5. If the complainant is dissatisfied with the outcome of the meeting with the Superintendent, the complainant may file a written complaint to the Board of Education through the Superintendent on the appropriate form {1312(c)} or {1312(d)}. These forms are available in the office of the Superintendent.
6. The Superintendent shall then present all written materials to the Board of Education for review. The Board of Education may decide to direct the Superintendent to convene an administrative review panel which will follow procedures outlined in ~Administrative Procedures for Reevaluation of Instructional Materials.

1312(b)**Community Relations****Public Complaints (continued)****Instructional Materials**

7. After reviewing the recommendation of the review panel, the Superintendent shall bring his/her recommendation to the Board for final disposition.
8. The final decision regarding texts or other instructional materials that have been questioned will rest with the Board after careful examination and discussion of the text or other instructional materials with school officials, the complainant, or anyone else the Board may wish to involve.

Classroom Methods

The Board of Education recognizes the right and responsibility of the teacher to use the methods necessary to meet the educational objectives of the established curriculum. In course of delivery of curriculum, members of the public may experience differences of opinion, misunderstandings or misinterpretations regarding instructional methods. In light of the possibility of such situations, the following process has been devised for information and clarification.

1. The complainant will be encouraged to talk with the teacher first, preferably in person.
2. If there is need for further discussion, the complainant shall present his/her objections, in writing, to the principal for discussion. If the complainant is dissatisfied with the outcome of conference, with the principal he/she may request, in writing, a conference with the Assistant Superintendent. The complainant shall include in this request a brief explanation of the reason for the conference.
3. The Assistant Superintendent or his/her designee shall offer to meet with all parties involved in an attempt to mediate the issue.
4. If necessary, the Assistant Superintendent will then present all written materials to the Superintendent who may meet with all parties involved. Either the complainant or the teacher may have the assistance of professional consultants at such a meeting.
5. If the complainant is dissatisfied with the outcome of the meeting with the Superintendent the complainant may file a written complaint to the Board of Education through the Superintendent on the appropriate form {1312(e)} which is available in the office of the Superintendent.
6. In the case where the situation remains unresolved, the Superintendent will bring the complaint along with a recommendation for resolution to the Board of Education for review and possible action.

Community Relations**Public Complaints** (continued)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6144 Controversial Issues)

(cf. 6161 Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589. 603 (1967)

President's Council, District 25 v. community School Board No. 25 457 F.2d 289 (1972). cert/denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District 541 F. 2d 577 (6th Cir. 1976).

Board of Education Island Trees Union Free School District NO. 26 v. Pico, 457 U.S. 853 (1982)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by Board of Education.

Regulation approved: April 15, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Community Relations

Smoke Free Environment

Students

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings, and all school property, both inside and outside, and buses or other District transportation at all times, including athletic events and meetings. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivering devices or vapor products, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

Definitions

Electronic cigarette liquid means a liquid that, when used in an electronic nicotine delivery system or vapor product, produces a vapor that may or may not include nicotine and is inhaled by the user of such electronic nicotine delivery system or vapor product.

Electronic nicotine delivery system means an electronic device that may be used to simulate in the delivery of nicotine or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device including, but not limited to, electronic cigarette liquid.

Liquid nicotine container means a container that holds a liquid substance containing nicotine that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except “liquid nicotine container” does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

Vapor product means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product.

This prohibition does not apply to any private residence or any portion of a facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol in which the District provides services.

In addition, the prohibition does not apply to a classroom where a demonstration of the use of an electronic nicotine delivery system or vapor product is taking place as part of a medical or scientific experiment or lesson.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Community Relations

Smoke Free Environment (continued)

Staff and Public

An ongoing program of staff support and counseling will be offered to provide support for staff who wishes to break the smoking habit.

A sign shall be posted on school premises indicating that smoking, including the use of e-cigarettes is prohibited by state law.

Legal Reference: Connecticut General Statutes
 19a-342 Smoking prohibited in certain places. Signs required. Penalties.
 (as amended by PA 19-13)
 21a-242 Schedules of controlled substances.
 P.A. 14-76 An Act Concerning the Governor’s Recommendations
 Regarding Electronic Nicotine Delivery Systems and Youth Smoking
 Prevention.
 PL 107-110, Section 4303, “Non-smoking Policy for Children’s Services”
 20 U.S.C. 7181-7184 The Pro Children Act of 2001

Policy adopted: April 15, 1996
 Policy Revised: January 16, 2014
 Policy Revised: February 12, 2015
 Policy Revised: May 5, 2016
 Policy Revised: November 21, 2019

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

School District Operations**Transportation****Section 1. Statement of Policy**

- A. The Board shall furnish school transportation accommodations to eligible students so that they may attend the Cheshire Public Schools as provided by law.
- B. The Board's transportation accommodations shall comply with this Policy and with applicable state laws and regulations, which laws and regulations shall govern any matters not covered by specific declaration within this Policy.
- C. The Board shall provide transportation accommodations to transport students to and from school and the bus stop established for their dwellings in a safe, efficient, and economical manner.
- D. The Board may provide transportation to enrich the instructional program through planned field trips, as recommended by the staff, and to support the co-curricular program, athletics, music, drama, and other such Board programs.
- E. The Board shall also provide transportation accommodations to, or shall pay for transportation services of, students residing in Cheshire but attending a school within the Town of Cheshire as such is required pursuant to Section 10-281 of the General Statutes, as amended.

Section 2. Definitions

- A. As used in this Policy, the words or phrases shall be as defined in this Section, unless a different meaning is required by the context or is specifically prescribed.
- B. Definitions
 - 1. "Available Seat" means a seat which is not assigned for use by students who are assigned to the school bus and which seats, therefore, are available to be used by students in accordance with the provisions of Section 11 of this Policy.
 - 2. "Board of Education" and "Board" mean the Cheshire Board of Education.

School District Operations**Transportation** (continued)**Section 2.B** **Definitions**

3. “Bus Stop” means a geographical location designated by the Board or school administration where students can wait for purposes of boarding or exiting a school bus.
4. “Hearing Board” means the board, which conducts the transportation accommodation hearings pursuant to Section 10-186(b)(1) of the General Statutes, as amended, and pursuant to this Policy and the Bylaws of the Board of Education.
5. "Parent" means a student's mother, father, surrogate parent, and/or legal guardian.
6. “Private Road” means a travelway for motor vehicles which is not under the control of the Town of Cheshire or the State of Connecticut as a public road; rather, it is privately owned and controlled, and includes any private street, avenue, boulevard, and highway.
7. “Road” means a travelway for motor vehicles, which is under the control of the Town of Cheshire or the State of Connecticut as a public road, including any public street, avenue, boulevard, and highway.
8. “School Bus” or “Bus” means any motor vehicle used by the Board to provide transportation accommodations to students, including, but not limited to, buses, vans, and passenger cars.
9. “School Transportation Accommodations” and “Transportation Accommodations” means the approved and implemented program by which students are conveyed to and/or from school to and/or from the bus stop established for their dwelling at public expense, whether by use of publicly owned equipment or by contract carrier or parent transportation, as set forth in Section 7 of this Policy.
10. "Sidewalk" means any pedestrian walkway which is located generally parallel to a public or private road, which walkway has been laid out by the Town of Cheshire or the State of Connecticut or has been reserved by custom or which has been otherwise specially prepared for pedestrian use, such as by paving. "Sidewalk" does not include crosswalks.

School District Operations**Transportation (continued)****Section 2.B Definitions**

11. “Shoulder” means that portion of a road, which is immediately contiguous to the travel lanes or main traveled portion of the road.
12. “Student” means any individual of school age, enrolled in a public or private school located within the Town of Cheshire.
13. “Walking Area” means the area encompassed by the student’s walking route. The walking area may be paved or unpaved and is usually parallel to a public road and is usually distinguished by curbing, drainage ditch, grass area, fencing, or other feature independent of any white line safety markings along the road pavement. Walking area includes “sidewalks”.
14. “Walking Distance To School” means the linear measure of the student’s walking route, one way, that is, to the student's school as measured to a point at the nearest school building entrance; to a point at the nearest, safe entrance to the school grounds located within one hundred feet of the school building entrance; or to the bus pick-up/drop off area.
15. “Walking Distance To The Bus Stop” means the linear measure of the student’s walking route, one way, that is, to the bus stop established for the student’s dwelling.
16. “Walking Route” means the prescribed or authorized path which a student follows to walk to and from the student’s school or to walk to and from the school bus stop established for the student’s dwelling, but it does not include the route between the student’s dwelling and the curb or edge of the public road.

Section 3. Eligibility for School Transportation Accommodations

- A. The following standards shall guide the decision-making concerning a student’s eligibility for school transportation accommodations:
 1. The student shall be over five (5) and under twenty-one (21) years of age or shall be duly enrolled in kindergarten or in the Board’s Early Intervention Center as a student requiring special education and related services, but the student shall not be a graduate of high school or vocational school nor shall he be legally excluded from school.

School District Operations**Transportation (continued)****Section 3.A Eligibility for School Transportation Accommodations**

2. The student shall reside in a dwelling, which is located wholly or partly within the Town of Cheshire.
 3. The student's walking distance to school, as defined in Section 2 of this Policy, shall not exceed the following standards:
 - a. Students who are in kindergarten shall not be required to walk farther than one-half ($\frac{1}{2}$) mile to school.
 - b. Students who are in grades 1 through 6 shall not be required to walk farther than one (1) mile to school.
 - c. Students who are in grades 7 through 12 shall not be required to walk farther than one and one-half ($1\frac{1}{2}$) miles to school.
 - d. Students in grades kindergarten through 8 shall not be required to walk to and from school at any time prior to one-half hour before sunrise or one-half hour after sunset.
 4. School transportation accommodations shall be provided if required to provide for the safety of students if the student's walking area or walking route is determined to be hazardous considering the provisions of Section 8 of this Policy.
 5. School transportation accommodations shall be provided if required to provide for the safety of students considering the opening and closing of school hours and the daylight available during walking times.
- B.** Students requiring special education and related services shall be provided with transportation accommodations in accordance with this Policy unless their individualized education plan specifically provides otherwise.
- C.** Disabled students who require transportation to and/or from school because they are unable to walk to school due to temporary or permanent mental, physical, or health disabilities shall be provided with transportation accommodations. The Superintendent or his designee shall provide these accommodations on a case-by-case basis, upon written request made by the student's parent accompanied by supporting documentation from the student's physician and the school medical advisor.

3541(e)**School District Operations****Transportation (continued)****Section 4. The Establishment of Bus Routes**

- A.** The Superintendent or his designee shall establish bus routes annually.
- B.** The following standards shall guide the decision-making concerning the establishment of bus routes along public roads and private roads:
 - 1.** Bus routes shall be established to provide the safest and shortest routes as economically as possible.
 - 2.** The length of routes shall be equalized, as nearly as possible, and busloads shall be established as close to bus capacity as possible.
 - 3.** Transportation accommodations shall be provided to transport students within reasonable time limits. Generally, and absent unusual circumstances, the first student pick-up shall begin no earlier than sixty (60) minutes before school opens, and students shall not be in transit from school for more than sixty (60) minutes.

Section 5. The Establishment of Bus Stops

- A.** The Superintendent or his designee shall establish bus stops annually.
- B.** The following standards shall guide the decision-making concerning the establishment of bus stops on public roads and on private roads:
 - 1.** The student's walking distance to the bus stop, as defined in Section 2 of this Policy, shall not exceed the following standards:
 - a.** Students who are in kindergarten shall not be required to walk farther than one-half ($\frac{1}{2}$) mile to the bus stop.
 - b.** Students who are in grades 1 through 6 shall not be required to walk farther than one (1) mile to the bus stop.
 - c.** Students who are in grades 7 through 12 shall not be required to walk farther than one and one-half ($1\frac{1}{2}$) miles to the bus stop.

School District Operations**Transportation (continued)****Section 5.B The Establishment of Bus Stops**

2. The bus stop shall not be established at a location at which conditions exist which substantially diminish the safety of students while walking to and from the bus stop and while waiting at the bus stop.

Section 6. Transportation Over Private Roads

- A. No bus route or bus stop shall be established which requires a bus to travel over roads that are not maintained by the Town of Cheshire or the State of Connecticut unless the Board specifically authorizes such a bus route or bus stop.
- B. The Board shall only authorize such a bus route or bus stop consistent with Section 10-220c of the General Statutes, as amended, and with the provisions of this Policy.

Section 7. Transportation By Contract Carrier Or By Parent Transportation

- A. The Board may provide for transportation accommodations by private carrier whenever such practice is more economical and/or convenient than using school Board owned facilities.
- B. Parents may be reimbursed for transportation of eligible students whenever such practice is more economical and/or convenient to the Board.
- C. Student transportation by private carrier and by parent transportation shall comply with the provisions of this Policy and the General Statutes, as amended.

Section 8. Hazardous Walking Area and/or Walking Route

- A. The Superintendent or his designee shall examine the following factors to determine whether a walking area or walking route is hazardous:
 1. The grade levels of the students who will be using the walking area or walking route.

School District Operations**Transportation (continued)****Section 8.A. Hazardous Walking Area and/or Walking Route**

2. The geometry and character of the walking area or walking route, including the following factors:
 - a. The existence of sidewalks generally parallel to the road or roads along the walking area or walking route;
 - b. The existence of intersecting roads along the walking area or walking route;
 - c. The existence of traffic controls and/or safety provisions (such as traffic lights, pedestrian crossing lights, stop signs, marked crosswalks, and crossing guards) at the intersections at which the students will be crossing.
3. The geometry and character of the road or roads along the walking area or walking route, including such factors as the following: Paved road width and length; traveled width when plowed free of snow accumulations; vertical and horizontal curves; surface condition; stopping or braking sight distances; intersection sight distances; the existence of line of sight obstructions (such as hills, curves, structures, out cropping land forms, plantings, or other obscuring objects or structures); posted and prevailing speed limits; traffic volume during the time that students will be walking there; and accident history;
4. The existence of potential hazards along or within the walking area or walking route, including the following:
 - a. Whether the walking area or walking route is contiguous (in whole or in part) to a lake, pond, stream, culvert, waterway, or bridge and whether there is a fence or other suitable, physical barrier present and fixed along that part of the walking area or walking route between the students and the lake, etc.;
 - b. Whether the walking area or walking route (in whole or in part) is contiguous to a road, sidewalk, or bridge having a drop of three (3) or more feet per each four (4) feet of travel length on either side of the established lanes and whether there is a fence or other suitable, physical barrier present and fixed along that part of the walking area or walking route between the students and the steep grade;

School District Operations**Transportation (continued)****Section 9. Public Notice of Bus Routes and Significant Changes in Bus Stops****A. Annual Notice of Bus Routes**

1. The Superintendent or his designee shall give public notice of bus routes.
2. This notice shall be made in any one or a combination of the following ways: Publishing the routes in a newspaper having a general circulation within the Town; mailing postcards to the affected parents; posting the routes at school buildings, the Board of Education offices, the Cheshire Public Library, or the Cheshire Town Hall; posting the routes on the Board's website; and/or broadcasting the routes on the local access cable television station which services the Town of Cheshire.
3. The notice shall specify the routes to be traveled by the buses, not each individual stop and not student addresses.
4. The notice shall be given at least one (1) week prior to the first day of school, each school year.

B. Notice of Significant Changes in Bus Routes or Bus Stops

1. If a bus route or stop is to be significantly changed from the prior school year, the Superintendent or his designee shall provide written notice of the change to the affected parent or parents before the school year begins.
2. This notice requirement applies to any change, which will result in a student's being provided with bus transportation when the student was a walker the prior year or which will result in the elimination of bus transportation to students who were provided with such transportation in the prior year.

Section 10. Petitions Concerning School Transportation Accommodations

- A. The provisions of this Section shall control the submission and consideration of petitions seeking determinations as to a student's eligibility for transportation accommodations and petitions seeking to establish or alter bus stops or bus routes.

3541(j)**School District Operations****Transportation (continued)****Section 10. Petitions Concerning School Transportation Accommodations**

- B.** The parent shall submit a written petition to the Superintendent or his designee on a form developed by the Superintendent or his designee for that purpose.
- C.** The Superintendent or his designee shall evaluate and give due consideration to the petition in light of the provisions set forth in this Policy.
- D.** The Superintendent or his designee shall act on the petition and shall send a written response to the parent within thirty (30) days of the date the petition was received.
- E.** If the petition is not granted, the Superintendent's or his designee's response shall inform the parent of his right to make a written request for a hearing by the Cheshire Board of Education in accordance with Section 10-186(b) of the General Statutes, as amended.
- F.** The hearing shall be scheduled and conducted in accordance with the Board's Hearing Bylaws, Section 9350 of this Policy Manual. Unless the parent grants the Board an extension of time, the hearing shall be commenced within ten (10) days of receipt of the written request for a hearing and the Hearing Board's decision shall be rendered within ten (10) days after the hearing.
- G.** Written notice of the Hearing Board's decision shall be given to the parent and shall include a notice of the parent's right to appeal the Hearing Board's decision to the Connecticut State Department of Education.
- H.** The right to appeal to the State Board of Education shall not apply to any decision of the Hearing Board regarding the use of "available seats" as discussed in Section 11 of this Policy.

Section 11. Petitions Requesting The Use Of Available Seats

- A.** Permitting the use of available seats is not a transportation accommodation as defined in this Policy or in Section 10-186 of the General Statutes, as amended; instead, the use of available seats is a privilege, which may be granted by the Superintendent or his designee and only in conformance with the provisions of this Section 11.

School District Operations**Transportation (continued)****Section 11. Petitions Requesting The Use Of Available Seats****B. Standards Governing the Use of Available Seats**

1. The Superintendent or his designee may permit a student to use an available seat for transportation to and/or from a location (the “alternate location”) other than the student’s assigned bus stop (the “home stop”) but only in following circumstances:
 - a. The alternate location is the bus stop established for a day care provider located within the Town who cares for the student at least two (2) days per school week, and the parent or student cannot provide or arrange transportation to the alternate location;
 - b. The alternate location is the bus stop established for the community program operated within the Town of Cheshire for which the student volunteers at least two (2) days per school week, and the parent or student cannot provide or arrange transportation to the alternate location;
 - c. The alternate location is the bus stop established for the student’s workplace within the Town of Cheshire, at which the student works at least two (2) days per school week, and the parent or student cannot provide or arrange transportation to the alternate location; or
 - d. The student or his parent suffers unique and individual hardship not addressed elsewhere in this Policy; and the use of available seats is warranted considering the welfare of the student, the hardship circumstances at issue, and the provisions governing the use of available seats, as set forth in this Section 11.
2. An available seat must exist on the desired bus.
3. No bus route shall be altered to pick up or drop off the student. This includes, but is not limited to, changing the route by traveling roads, which are not included in the existing route and traveling those parts of roads, which are not traveled in the existing route.

School District Operations**Transportation (continued)****Section 11.B Petitions Requesting The Use Of Available Seats**

4. Students shall not be transported to after school activities, such as, but not limited to, scouts, dance classes, sports, etc.
5. Students shall not be transported to and/or from a location, which is not within the Town of Cheshire nor to and/or from a location which is not within the school district boundaries of the school which the student attends.
6. Available seat transportation shall only be provided to transport students to and/or from an established, alternate location in addition to the student's home stop. The parent's available seat petition shall contain a set transportation schedule which clearly shows the days of the week and on which days transportation is to be provided to and/or from the home stop and to and/or from the alternate location. Except as to changes regarding alternate locations permitted pursuant to Section 11(C)(1)(c) of this Policy, the schedule shall control the student's transportation, five (5) days per week for the school year.
7. Bus stops shall be established in accordance with Section 5 ("Establishment of Bus Stops") of this Policy.
8. In the event that available seats become assigned during the school year due to changes in bus assignments, the students permitted to use previously available seats shall relinquish them. The Superintendent or his designee shall determine which students shall relinquish the seats by considering the reverse, chronological order of the date of the students' available seat petitions and any other relevant factors, including the circumstances supporting the parent's petition for use of available seats.

C. Procedure for Granting the Use of Available Seats

1. Petition for Use of Available Seats
 - a. The parent shall submit a written petition to the Superintendent or his designee on a form developed by the Superintendent or his designee for purposes of applying to use an available seat.

3541(m)**School District Operations****Transportation (continued)****Section 11.C.1 Petitions Requesting The Use Of Available Seats**

- b.** The parent shall submit the petition so that it is received no later than the June 15th preceding the school year in which the available seat is sought.
 - c.** If the parent desires to change the student's alternate location for the school year, the parent shall seek approval of the change by submitting a new petition so that it is received no fewer than thirty (30) days before the change is to take place.
 - d.** The petition shall establish the following:
 - 1.** The student is over five (5) and under twenty-one (21) years of age or is duly enrolled in kindergarten or in the Board's Early Intervention Center as a student requiring special education and related services, but the student is not a graduate of high school or vocational school nor is he legally excluded from school.
 - 2.** The student resides in a dwelling, which is located wholly or partly within the Town of Cheshire.
 - 3.** One or more of the circumstances set forth in Section 11(B)(1) of this Policy supports the request for available seats; and
 - 4.** Compliance with the provisions set forth in Section 11(B) of this Policy.
- 2. Decision Concerning Petition for Use of Available Seats**
- a.** The Superintendent or his designee shall act on the petition and shall endeavor to respond to the parent no later than August 21st of the school year for which the available seat is sought.
 - b.** The Superintendent or his designee shall evaluate and decide whether or not to grant the petition based on the standards set forth in this Section 11.

School District Operations**Transportation (continued)****Section 11.C.2 Petitions Requesting The Use Of Available Seats**

- c. Approval of the petition shall not be construed as approval by the Board of the student's ultimate destination. It is the parent's—not the Board's nor its agents--responsibility to investigate and select the student's day care provider, community program, or workplace at issue.
- d. If the petition is not granted, the Superintendent's or his designee's denial shall inform the parent of his right to make a written request for a hearing by the Cheshire Board of Education.
- e. The hearing shall be scheduled and conducted in accordance with the Board's Hearing Bylaws, Section 9350 of this Policy Manual; and unless the parent grants the Board an extension of time, the hearing shall be commenced within ten (10) days of receipt of the written request for a hearing, and the Hearing Board's decision shall be rendered within ten (10) days after the hearing.
- f. Written notice of the Hearing Board's decision shall be given to the parent. The decision shall be final and cannot be appealed to the State Board of Education.

D. Use Of Available Seats By Non-Resident Students For Transportation To Day Care Providers Located Within The Town Of Cheshire

- 1. The Superintendent or his designee may permit a non-resident student to use an available seat for transportation to and/or from the bus stop established for a day care provider located within the Town who cares for the student.
- 2. The student's parent shall file a petition in accordance with Section 11(C)(1) of this Policy seeking permission to use an available seat, except that the petition shall establish the following:
 - a. The student is over five (5) and under twenty-one (21) years of age or is duly enrolled in kindergarten and is not legally excluded from school;

School District Operations**Transportation (continued)****Section 12. Responsibilities****A. Responsibilities of Parents**

1. Parents are responsible for the actions and safety of their child walking to and from bus stops and to and from school.
2. Parents are responsible for the actions and safety of their child if their child is being transported in any vehicle other than a school bus going to or returning from school.
3. Parents are responsible for the actions and safety of their child at the bus stops.
4. Parents are responsible for their child's conduct while riding on school buses.

B. Responsibilities of the Board

1. The Board shall cause the schools to provide instruction to students at the start of the school year emphasizing the safety aspects of walking to school and to bus stops and the safety aspects of riding the school buses.
2. The Board assumes responsibility for the student's safety only after he or she has boarded the school bus and relinquishes this responsibility after the student disembarks from the bus.

C. Responsibilities of the Superintendent

1. The Superintendent or his designee shall manage and supervise the school transportation system.
2. The Superintendent or his designee shall determine eligibility for school transportation in accordance with this Policy.
3. The Superintendent or his designee shall establish bus routes and bus stops.
4. The Superintendent or his designee shall develop, circulate, and enforce codes of behavior for students using the school buses.

School District Operations**Transportation (continued)****Section 12.C Responsibilities**

5. The Superintendent or his designee shall develop procedures for responding to petitions pertaining to matters of school transportation accommodations and the use of available seats.
6. The Superintendent or his designee shall perform all other duties and responsibilities related to the furnishing of school transportation accommodations in a manner consistent with this Policy.

Section 13. Disciplinary Action For Violation of This Policy

- A. The Board, the Superintendent or his designee, and the principals of each school or their designees shall have all the remedies provided in Board Policy 5114 (“Discipline of Students”) and Board Policy 5144.3 (“Discipline of Students Requiring Special Education And Related Services”) to address a violation of this Policy.

Section 14. Transportation of Out-of-District and Non-Resident Students**A. Kindergarten Students**

1. If a kindergarten student is attending a day care, at least two (2) days per school week, which day care is located in a kindergarten session district which is different from the student’s home district and if the school principal has given permission to have the student attend the kindergarten session for that out-of-district day care, transportation accommodations shall not be provided to the student unless the parent obtains approval of a petition to use available seats, pursuant to Section 11 of this Policy.
2. If the parent’s available seat petition is denied, transportation to and from school and to and from the out-of-district location shall be provided by the student’s parent.

School District Operations**Transportation (continued)****Section 14. Transportation of Out-of-District and Non-Resident Students****B. Students in First Through Sixth Grades**

1. Transportation accommodations shall not be provided to any student in grades 1 through 6 who moves out of town or out of the school district for the elementary school he attends even if he continues to attend the same elementary school with the permission of the school principal.
2. Transportation to and from school shall be provided by the student's parent.

C. Students in Middle School or High School

1. Transportation accommodations shall not be provided to any student in grades 7 through 12 who moves out of town even if the student continues to attend middle school or high school with the permission of the school principal in the Cheshire Public Schools.
2. Transportation to and from school shall be provided by the student's parent.

D. Students Requiring Special Education and Related Services

1. Students requiring special education and related services shall be provided with transportation accommodations in accordance with this Policy unless their individualized education plan specifically provides otherwise.
2. Depending on the student's individualized education plan, transportation may be provided for such student to attend a school which is located outside the district boundaries of the student's elementary school or which is located outside the Town of Cheshire.

School District Operations

Transportation (continued)

Section 14. Transportation of Out-of-District and Non-Resident Students

E. Non-Resident Students Attending A Non-Public School Located Within the Town

1. Pursuant to Section 11.D of this Policy, if a non-resident student attends a non-public school located within the Town for which school the Board is providing transportation accommodations, the student's parent may seek permission for the student to use an available seat for transportation to and/or from the bus stop established for a day care provider located within the Town.
2. Unless the parent's available seat petition is approved, all non-resident student transportation shall be provided by the student's parent.

Legal References, Connecticut General Statutes

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| Section 10-76d: | Duties and powers of boards of education to provide special education programs and services. State agency placements; apportionment of costs. Relationship of insurance to special education costs |
| Section 10-97: | Transportation to vocational schools |
| Section 10-186: | Duties of local and regional boards of education re school attendance Hearings. Appeals to state board. Establishment of hearing board |
| Section 10-187: | Appeal from finding of hearing board |
| Section 10-220: | Duties of boards of education |
| Section 10-220c: | Transportation of children over private roads. Immunity from liability |
| Section 10-221: | Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops |
| Section 10-273a: | Reimbursement for transportation to and from elementary and secondary schools |
| Section 10-280a: | Transportation for pupils in nonprofit private schools outside school district |
| Section 10-281: | Transportation for pupils in nonprofit private schools within school district |
| Section 14-275a: | Use of standard school bus required, when |
| Section 14-275b: | Transportation of handicapped students |
| Section 14-275c: | Regulations re school buses and motor vehicles used to transport special education students |
| Section 14-280: | Letters and signals to be concealed when not used in transporting children. Signs on other vehicles |
| Chapter 248: | Vehicle Highway Use |

Policy adopted: June 3, 1996
 Policy revised: June 21, 2001, June 20, 2002

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

School District Operations**Records and Reports: Transportation Safety Complaints**

All complaints concerning school transportation safety shall be made to the District Transportation Coordinator. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations. The Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty days of the end of the school year.

Legal Reference: Connecticut General Statutes

10-221c Development of policy for reporting complaints re school transportation safety.

Policy adopted: June 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Business/Non-Instructional Operations**Food Service****Charging Policy**

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal. The Board realizes that funds from the nonprofit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals.

A student may charge up to the value of three reimbursable meals at any one time. No snacks or a-la-carte items may be charged. All charged meals must be repaid.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

Business/Non-Instructional Operations**Food Service****Charging Policy** *(Continued)*

- Legal Reference:
- Connecticut General Statutes
 - 10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
 - 10-215a Nonpublic school and nonprofit agency participation in feeding programs.
 - 10-215b Duties of State Board of Education re feeding programs.
 - State Board of Education Regulations
 - State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016
 - Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"
 - National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772
 - USDA Guidance:
 - SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
 - SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
 - SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
 - SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted: October 19, 2017

Cheshire Public Schools
Cheshire, CT 06410

4111(a)
Policy**Personnel -- Certified****Recruitment and Selection**

The Board directs the superintendent to develop and maintain a recruitment program designed to attract and maintain the best possible personnel in the Cheshire schools.

The recruiting and hiring of all personnel shall be accomplished with strict adherence to the Board's affirmative action plan and be in keeping with the laws governing equal opportunity employment.

New Position Announcement

All openings for new certified positions and promotions shall be posted in the Cheshire Public Schools. Notice of vacancies shall be given well in advance of the appointment. All professional staff members shall be given an opportunity to make applications for any such positions.

Interviews and Screening

The Superintendent and the administrative staff are responsible for the screening and initial interviews of candidates for professional staff positions. The Superintendent shall invite Board of Education members to participate in interview committees for administrative positions.

The administration shall be responsible for establishing recruitment, selection and appointment procedures.

Recommendations and Hiring

The Superintendent of Schools is authorized to hire all certified and classified staff except for certified administrators. The Superintendent shall recommend certified administrators to the Board for election to available positions.

All persons hired by the Superintendent, and those recommended to the Board for appointment shall meet the requirements established by the Board and the Connecticut State Department of Education for the position to which recommendation is made.

Appointments and Resignations

Appointment to administrative positions shall be made by the Board of Education after receiving the recommendation of the Superintendent of Schools of a suitable candidate.

Resignations of certified staff shall be brought to Board of Education for acknowledgement.

Personnel -- Certified

Recruitment and Selection (continued)

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers Retirement System (TRS) may be reemployed by the Board for up to one full school year in a position (1) designated by the Commissioner of Education as a subject shortage area, or (2) at a school located in a priority school district for the school year in which the teacher is being employed. Such employment may be for up to one full school year. Such reemployment may be extended for an additional school year, provided the Board (a) submits a written request for approval to the Teachers' Retirement Board, (b) certifies that no qualified candidates are available prior to the reemployment of such teacher and (c) indicates the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service. Upon Board approval of such employment, the retired teacher shall be eligible for the same health insurance benefits provided to active teachers employed by the District. No retirement benefits shall be paid during this period of reemployment.

Except as indicated below, and in the first paragraph in this section, a certified educator receiving retirement benefits from the Teachers Retirement System (TRS) may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes except that such educator may be employed in such a position and receive no more than forty-five percent of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess.

Commencing July 1, 2016, to June 30, 2020 the exemption from the limitation on the compensation of a reemployed certified educator apply to an educator who (A) is receiving retirement benefits from TRS based on thirty-four or more years of credited service, (B) is reemployed in a district designated as an alliance district (pursuant to C.G.S. 10-262u), and (C) was serving in the district on July 1, 2015.

On and after July 1, 2016, a certified educator receiving retirement benefits from the system may be employed and receive compensation, health insurance benefits, and other employment benefits provided to active teachers employed by such school system provided such teacher does not receive a retirement income during such employment. Payment of such teacher's retirement income shall resume on the first day of the month following the termination of such employment.

Personnel -- Certified**Recruitment and Selection (continued)**

Legal Reference: Connecticut General Statutes
 10-151 Employment of teachers. Notice and hearing on termination of contract (as amended by P.A. 12-116 An Act Concerning Educational Reform)
 10-153 Discrimination on account of marital status.
 10-183v Reemployment of teachers, as amended by P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 16-91, An Act Making Changes to the Teachers' Retirement System, PA 17-173 An Act Concerning Minor Revisions and Additions to the Education Statutes and PA 18-42 An Act Concerning a Provision Concerning Reemployment of Certain Teachers.
 10-220 Duties of Boards of Education.
 31-126 Unfair Employment Practices.
 46a-60 Discriminatory employment practices prohibited.
 Title IV Equal Employment Opportunities.
 20 U.S.C. Section 1119 No Child Left Behind Act.
 34 C.F.R. 200.55 Federal Regulations.
 P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56

Policy adopted: February 20, 1997
 Policy revised: December 15, 2016
 Policy revised: March 21, 2019

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

Equal Opportunities

The public schools are focused on each student's educational development and school district goals and objectives for student learning are the central concerns of board of education policy and the superintendent of schools' administrative regulations.

Each child shall be given an educational opportunity as nearly equal to those of each other child as possible. 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.

Discrimination among students, applying for admission to or attending district schools, with respect to race, color, religious creed, age, marital status, national origin, sex, or disabilities is prohibited.

(cf. 4125 Non-Discrimination)

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

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

10-184 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. Establishment of hearing board.

10-226a Pupils of racial minorities.

Sec 504 Section 504, U. S. Rehabilitation Act of 1973, 29 U.S.C. @ 794

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, sexual orientation, gender identity of expression. 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 the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

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 those staff who teach or care for the child.

5111(b)**Students****Admission/Placement** (continued)**Admission**

The parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school, effective July 1, 2001. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form. The district shall provide the parent or person with information on the educational opportunities available in the school system and in the community.

Children who have attained the age of sixteen and who have terminated enrollment in the district's schools with permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

Placement

Children who apply for initial admission to the district's schools 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 observation and evaluations have been completed, the Principal will determine the final grade placement of the children.

Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

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 and PA 00-157
 10-186 Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students
(See Complete Policy Manual for Additional Legal References)

Policy Adopted: November 16, 2000
 Policy Revised: December 20, 2001
 Policy Revised: October 20, 2011

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

Ages of Attendance

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons five years of age and older, having attained age five on or before the first day of January of any school year, and under twenty-one years of age who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Additionally, 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.

Parents and those who have the control of children five years of age and over and under eighteen are obliged by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of a child seventeen years of age consents to such child's withdrawal from school. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. In such a case, the parent or person 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 this district has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

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

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKenney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation.

The parent/guardian of any child who is denied admission to school, or an emancipated minor, a student eighteen years of age or older, a homeless child or youth, or an unaccompanied youth who is denied schooling or an agent or officer charged with the enforcement of attendance laws may request, in writing, a hearing by the Board of Education. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing Board of one or more persons not members of the Board of Education.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

5112(b)**Students****Ages of Attendance**

A child who has attained the age of seventeen and who has terminated enrollment in the district's schools with parental or guardian permission, as described above, and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

Legal Reference: Connecticut General Statutes
 4-176e to 4-180a Agency hearings.
 4-181a Contested cases. Reconsideration. Modifications.
 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. (as amended by P.A. 19-179)
 P.A. 19-179 An Act Concerning Homeless Students' Access to Education.
 10-233a – 1033f inclusive; 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
 P.A. 19-179 An Act Concerning Homeless Students' Access to Education
 McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42
 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95
 Federal Register: McKinney-Vento Education for Homeless Children & Youths Program, Vol. 81 No. 52, 3/17/2016

Policy Adopted: October 3, 1996
 Policy Revised: November 16, 2000
 Policy Revised: March 18, 2010
 Policy Revised: April 23, 2020

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Attendance, Excused Absences and Truancy**

Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction. 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. Verification of absence should be written by parent or guardian.

The principals of the individual schools shall supervise the maintenance of such attendance records as shall be required by law and the Board of Education. Attendance regulations and procedures will be established for the elementary, junior high and senior high levels which are consistent with state statutes and are designed to minimize such absence or tardiness which will detract from the student's ability to benefit fully from the programs offered by the Cheshire Public Schools.

The Board believes a student should not be absent from school without the parents' knowledge and consent, therefore verification of an absence should be in writing by parent or guardian.

For absences one through nine, an absence shall be considered “excused” when a child does not attend school and appropriate documentation is provided by the student’s parent/guardian approving the absence, due to:

- A. Illness or injury,
 - B. Death in the immediate family,
 - C. Religious obligation,
 - D. Court appearance,
 - E. School sponsored activity,
 - F. Lack of transportation that is normally provided by a district other than the one the student attends, (This reason does not require documentation.)
 - G. An emergency, or
 - H. Other exceptional circumstances and extraordinary educational opportunities pre-approved by a District administrator and in accordance with SDE guidelines.
- Written excuse for such absences should be submitted to school officials by the child’s parent or guardian. All other absences with or without written explanation shall be considered unexcused.

5113(b)**Students****Attendance, Excused Absences and Truancy** (continued)**Excused Absence**

For the tenth absence and all others thereafter, the same reasons cited above shall constitute “excused” absences. Documentation by a medical professional is required for illness, regardless of the length of the absence.

Written explanations of all absences shall be expected for each student. Some absences, such as those resulting from medical treatment or the observance of religious holidays are known ahead of time. In order to promote the most effective education in light of these absences, parents and/or guardians shall inform the school principal, or his/her designee, in writing, in advance of the known absence.

Unexcused Absence

Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student’s absence from school shall be considered “unexcused” unless the absence meets the definitions, listed above, for an “excused” absence, including the documentation requirements; or if the absence is the result of school or District disciplinary action.

The following guidelines for making up missed work shall be followed with respect to the excused absences.

1. It shall be the responsibility of the student or parent to request of the teacher, in advance if possible, any homework assignments and information pertaining to the dates of tests or quizzes, which may coincide with the known excused absence. Teachers shall make reasonable efforts to cooperate with students and parents in identifying material which will be covered during the expected time of absence and, where reasonably possible, provide students any homework assignments which may be given on the date of their absences.
2. When an absence is not known of in advance, upon return to school, the student or parent shall work with the teacher to make suitable arrangements for making up classroom work which has been missed.
3. Students are expected to complete missed homework within a reasonably expeditious period of time following their return to school after an excused absence. Students will also be given a reasonable opportunity to make up missed tests or quizzes.
4. Parents and students should recognize that due to the nature of some class assignments, some assignments may not be possible to replicate.

Students**Attendance, Excused Absences and Truancy** (continued)

On certain days during the school year when a significant number of students will be predictably absent due to an excused absence (such as, for example, a religious holiday observance, approved school activities or major health absences) the following additional guidelines will apply:

1. Tests or quizzes and "one time" educational experiences shall be avoided, if reasonably possible.
2. Tests or quizzes shall be avoided on the school day following specific predictable absences, if reasonably possible.
3. If homework is assigned, the guideline for making up missed work, noted above, will apply.
4. Teachers are expected, where appropriate, to engage in normal classroom activities, including the introduction of new lessons. Teachers, however, should make every reasonable effort to avoid conducting lessons or covering materials which are unique in nature and cannot be made up by students who are absent (for example, special laboratory experiments).
5. The scheduling of special extra-curricular activities, such as "try outs," should be avoided. Regular athletic, music and other events, however, may be scheduled, on such days. Students will not be penalized for the excused absence.
6. The scheduling of special assemblies should be avoided, if they can be reasonably scheduled on a different day.

Parents are advised to contact their children's principal for any additional school specific attendance procedures not in conflict with this policy.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

5113(d)**Students****Attendance, Excused Absences and Truancy (continued)****Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

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

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

Students**Attendance, Excused Absences and Truancy** (continued)**Truancy**

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent(s) or other person having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s) and others in meeting this responsibility, the Board of Education has developed the following procedures.

1. Annually notify parents or other person having control of each child enrolled, inclusive in writing of the obligations of the parent pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.
3. Establish a system for monitoring student's individual attendance.
4. Make a reasonable effort to notify, by telephone and mail the parent(s) or other such person(s) whenever a child 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 is aware of the student's absence.

The required mailed 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.

5. Identify a student as "truant" when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" or chronically absent within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.
8. Identify a student as a "habitual truant" when the student has twenty (20) unexcused absences in any school year.

Students**Attendance, Excused Absences and Truancy** (continued)

9. Referral will be made to the Planning Placement Team to determine whether or not an educational evaluation is appropriate, prior to a written complaint to Superior Court.
10. File a written complaint, by the Superintendent, with the Superior Court not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of any child identified as an "truant" are such that the student's family is a "family with service needs" if the parent or other person having control of the child identified as "truant" fails:
 - a. to attend the required meeting to evaluate why the child's truant; or
 - b. to cooperate with the school in trying to solve the truancy problem.
11. Provide for the coordination of services and refer enrolled students who are truants or habitual truants to community agencies providing child and family services.
12. If in existence, refer the child to the children's probate court truancy clinic.

Habitual Truancy

A student who is identified as a "habitual truant" may be subject to the following consequences:

- A. Promotion to the next grade may be contingent upon the student successfully completing a summer school program
- B. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level

Limits of Liability

School personnel who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations.

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

Students**Attendance, Excused Absences and Truancy** (continued)

Dismissal before the normal end of the school day must be requested in writing.

Students who become ill during the school day may be excused by the school nurse, and transportation home must be provided by the parent or his/her designee.

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|-----------------|---|
| Legal Reference | Connecticut General Statutes |
| | 10-220(c) Duties of boards of education (as amended by PA 15-225) |
| | 10-184 Duties of parents (as amended by PA 98-243 and PA 00-157) |
| | 10-185 Penalty |
| | 10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee) |
| | 10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” |
| | 10-198c Attendance review teams. |
| | 10-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182) |
| | 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225) |
| | 10-199 through 10-202 Attendance, truancy - in general |
| | <i>Action taken by State Board of Education on January 2, 2008, to define “attendance.”</i> |
| | <i>Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.</i> |
| | PA 17-14 An Act Implementing the Recommendations of the Department of Education |

Policy adopted: October 3, 1996
 Policy revised: October 20, 2011
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 Policy revised: February 12, 2015
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 Policy revised: March 21, 2019

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

Attendance, Excused Absences and Truancy

The administration has established an attendance regulation which reflects that time lost from class is essentially irretrievable in terms of opportunity for instructional exchange; that excessive absences rob teachers and students of instructional time that could be better spent on programs and activities; and that a student has an obligation to give, as well as receive, in the context of the classroom setting.

The Cheshire Public Schools has established 150 days as the minimum days of attendance to be eligible for matriculation to the next grade level. Absenteeism in excess of 30 days in any one school will result in an administrative review (K-8). Attendance for Cheshire High School students (9-12) follows the Cheshire High School Handbook requirements.

Definitions

The following is a listing of definitions pursuant to this regulation.

1. "Absence" - is when a student in grades kindergarten through 12 is absent from an entire day or class or school with or without parental permission.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

2. "Excused Absence" include absences from school for absences one through nine, and appropriate documentation is provided by the student's parent/guardian approving the absence, due to:
 - A. Illness or injury (with doctor's verification after the tenth absence and all absences)
 - B. Death in the family
 - C. Religious holidays
 - D. Court appearances
 - E. School sponsored activities
 - F. Lack of transportation that is normally provided by a district other than the one the students attends, (This reason does not require documentation.)
 - G. Limited absence from school for special activities or extraordinary educational opportunities with parental consent, subject to the advance approval of the Principal or his/her designee, in accordance with SDE guidelines.

Students

Attendance, Excused Absences and Truancy

Definitions

For the tenth absence and all others thereafter, the same reasons cited above shall constitute “excused” absences. Documentation by a medical professional is required for illness, regardless of the length of the absence.

The administration will determine whether absences are excused or unexcused. The school does not consider all absences from class or school which have been explained by parents to be excused. However, for purposes of the reporting of truancy to the SDE, the state approved definitions of “excused” and “unexcused” absences will be used. The District is not precluded from using separate definitions on such absences for its internal uses.

Students who have been absent from school must turn in a note from a parent or have a parent call to explain the student's absence if it is to be considered excused, otherwise it will be treated as an unexcused. The school does not consider all absences from class or school which have been explained by parents to be excused.

3. "Unexcused Absence" is an absence from any entire regularly scheduled school day for which the absence is not excused as defined above. A student's absence shall be considered unexcused unless the absence meets the definition of an excused absence, listed above, including the fulfillment of the documentation requirements, or if an absence is the result of school or District disciplinary action.
4. “Chronically absent child” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.
5. “Absence” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.
6. “District chronic absenteeism rate” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.
7. “School chronic absenteeism rate” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

8.

5113(c)**Students****Attendance, Excused Absences and Truancy**

9. A "Class Cut" occurs when a student misses a class and has no legitimate reason for doing so or is tardy to or leaves school and does not have a legitimate excuse.
10. A "Tardiness" occurs when a student arrives at school later than the beginning of school. Tardiness may be explained by a parent but any absence from class that results will be considered as an accumulated absence and the student may lose credit. Students tardy to school are responsible for work done in classes missed as well as assignments given or due.
11. A "Truant" is any student who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
12. A "Habitual Truant" is any student who has twenty (20) unexcused absences within a school year.

Attendance Procedure - K-8

1. If a student is absent from school, the parent or other person having control of the student, will contact the school no later than 11:00 a.m.
2. If no contact is received, the school will make a reasonable effort to notify the parent or such person by telephone of the student's absence. Such efforts shall include at least three attempts. A written record of these attempts shall be kept in the principal's office.
3. The building principal will determine if the absence is unexcused. When the student has four (4) unexcused absences, a referral will be made to the appropriate staff. The appropriate staff will arrange a meeting with the parent or other person having control of the student to review and evaluate the reason for the student being a truant. This meeting shall be held not later than ten (10) days after the child is identified as a truant. If the parent or other such person declines to attend the meeting, that fact shall be documented and the meeting will be held. The appropriate staff will develop a plan to help improve the student's attendance.
4. If the parent or other person having control of a child identified as "truant" fails to attend the required meeting or fails to cooperate with the school in trying to solve the truancy problem, the building principal or designee shall notify the Superintendent. The Superintendent or his designee shall file a written complaint with the Superior Court under the Family with Service Needs law.
5. If the student has ten (10) unexcused absences, a Planning and Placement Team (PPT) meeting shall be held. The PPT will review the student's academic achievement and previous evaluations to determine if additional testing for special education is necessary or if advancement to the next grade is appropriate.

Students

Attendance, Excused Absences and Truancy

6. After twenty (20) unexcused absences, the student will be identified as an habitual truant.
7. The appropriate staff shall coordinate services and refer truants and habitual truants to community agencies providing child and family services.

At the beginning of each new school year, any student who has had ten or more unexcused absences will be identified as an "at risk student" and will be monitored by the appropriate staff. A letter will be sent to parents to discuss the importance of regular attendance if attendance continues to be an issue.

Attendance Procedures (Grades 9-12)

As outlined in the Cheshire High School Student Handbook.

Note: Students at the high school are covered by the applicable definitions and procedures pertaining to "truancy".

Administrative Discretion (K-12)

The principal will reject any explanation for absence which is not found to be factual. The principal reserves the right to excuse any absence which it concludes has occurred because of mitigating circumstances. The judgment of the principal shall be considered final. The principal is responsible for the annual review, changes to, and publication of the school's attendance policy.

Regulation approved: October 3, 1996
Regulation Revised: February 12, 2007
Regulation Revised: May 16, 2013
Regulation Revised: May 5, 2016
Regulation Revised: May 16, 2013

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

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 five (ten days effective July 1, 2010) 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.
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. All suspensions shall be in-school suspensions unless the administration determines for any student in grades three through twelve, inclusive, 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 (grades three to twelve, inclusive) 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)

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. **"Expulsion"** shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive 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 one calendar year.
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"** as defined by 18 U.S.C. 921 and C.G.S. 53a-3 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

5114(c)**Students****Suspension and Expulsion/Due Process****A. Definitions (continued)**

device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

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.
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.

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.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy, as stated in G(3).

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. Reference Policy #5131.62 for additional requirements for student behavior in this area.

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion

1. A student may be suspended (in-school) or suspended (out-of-school) or expelled (grade three to twelve, inclusive) 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:
 - 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 to 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 gender identity or expression;
 - 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 by 18 U.S.C. 921 and C.G.S. 53a-3, such as a pistol, knife, blackjack, etc.;

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion (Continued)

- 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;
- 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;

Students

Suspension and Expulsion/Due Process

D. Suspension and Expulsion (Continued)

- 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; and
- y. Smoking or use of any tobacco, nicotine delivering device or vapor products.

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; and
 - 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, grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

5114(g)**Students****Suspension and Expulsion/Due Process****F. Mandatory Expulsion (Continued)**

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined by 18 U.S.C. 921 and C.G.S. 53a-3 *, 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;
2. Such a student shall be expelled for one calendar year 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; and
4. A firearm, as defined by 18 U.S.C. 921 and 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.
5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

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 five days (ten school days effective July 1, 2009) of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. (Effective July 1, 2009: Suspensions shall

Students

Suspension Procedure (Continued)

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 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 G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools in a timely manner 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 that 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 that 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.

5114(i)**Students****Suspension and Expulsion/Due Process****Suspension Procedure (Continued)**

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.
7. Suspension decisions made by any principal, or his designee, are not appealable to the Superintendent of Schools, to the Board of Education, nor to the State Board of Education.

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.
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. The board of education may elect to have a board-appointed hearing officer hear expulsion cases.

Students

Suspension and Expulsion/Due Process

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 are 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; a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with the conditions set by the Board of Education, must be offered an alternative educational opportunity (as defined below); and 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 is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation 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(a) of the Connecticut General Statutes;
 - 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;
 - 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; and

Students

Suspension and Expulsion/Due Process

H. Expulsion Procedures (continued)

- i. 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.
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;

5114(m)**Students****Suspension and Expulsion/Due Process**

parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

A special education student's 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.

J. Students with Disabilities

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

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Suspension and Expulsion/Due Process

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;
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

5114(o)**Students****Suspension and Expulsion/Due Process**

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 ½ 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; and

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. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his or her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. 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. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.

Students

Suspension and Expulsion/Due Process

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers person, if it was determined at the expulsion hearing that the conduct for which the student was expelled

involved (a) carrying on or introducing onto school property a firearm, deadly weapon or dangerous instrument as defined by 18 U.S.C. 921 and C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the Board expels a student for the sale or distribution of such 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 inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen and eighteen or the parents/guardians of such student, that an expulsion hearing will be held, the notification shall include a statement that the Board is not required to offer an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

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 may be expunged from the cumulative educational record by the Board if the Board determines that the conduct and behavior of the student in the years following the expulsion warrants an expungement. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

5114(q)**Students****Suspension and Expulsion/Due Process**

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.

L. Other Consideration (continued)

3. In the case of a student in grades kindergarten to grade eight inclusive expelled for the possession of a firearm or deadly weapon, the Board may expunge from the student's cumulative educational record the notice of the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following the expulsion warrants an expungement.
4. 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.
5. 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.
6. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
7. 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.

Students

Suspension and Expulsion/Due Process

8. 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.
9. 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.

M. 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).

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CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students**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 in a timely manner following the commencement of the suspension.
6. If a student is eighteen or older, any notice required by Board policy and this regulation shall be given to the student.
7. 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 class work, including examinations, without penalty, which was missed during suspension.
8. The Superintendent shall report any unusually serious cases of student suspension to the Board of Education at the first meeting following such action.

Students**Suspension and Expulsion/Due Process (continued)****Suspension**

9. 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 as defined by 18 U.S.C. 921 and C.G.S. 53a-3.
10. Effective July 1, 2009: 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.
11. 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.
12. In-school suspension will be served in the school attended by the student
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.

5114(c)**Students****Suspension and Expulsion/Due Process (continued)****Expulsion**

The Board of Education or an impartial hearing panel, 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 of Schools.
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.

Suspension and Expulsion/Due Process (continued)**Expulsion**

- 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.

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.

5114(e)**Students****Suspension and Expulsion/Due Process (continued)****Expulsion**

- 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.
 - 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. 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.

Students**Suspension and Expulsion/Due Process (continued)****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 as defined by 18 U.S.C. 921 and C.G.S. 53a-3.
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.
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 as defined by 18 U.S.C. 921 and C.G.S. 53a-3 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, as defined by 18 U.S.C. 921 and C.G.S. 53a-3, 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.

5114(g)**Students****Suspension and Expulsion/Due Process (continued)****Expulsion**

12. A student expelled for possession of a firearm or deadly weapon, as defined by 18 U.S.C. 921 and C.G.S. 53a-3, 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 (alternative language - “at the discretion of the Superintendent of Schools”) Readmission decisions shall not be subject to appeal to Superior Court. The Board 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.

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.

Students**Suspension and Expulsion/Due Process (continued)**

Legal Reference: Connecticut General Statutes
4-176e through 4-185 Uniform Administrative Procedure Act, as amended.
10-233a through 10-233f Suspension and expulsion of students (as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, and PA 08-160.
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

Students

Homeless Students

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

The District administration shall attempt to remove existing barriers to school attendance by homeless children or youth, which may include:

- A. **Records** – The selected school for the homeless student shall enroll the child or youths even in the absence of records normally required for enrollment. The last school in which the student was enrolled shall be contacted to obtain records.
- B. 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.
- C. **Grade Level Placement** – 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.
- D. Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, shall be waived.
- E. 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.
- F. Official school records, policies, and regulations shall be waived at the discretion of the Superintendent, in compliance with federal and state regulations.
- G. **Immunization Records** – 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.
- H. Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools.

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.

Students

Homeless Students (continued)

Homeless students shall not be separated from the mainstream school environment on the basis of their homelessness. Such students shall have access to education and other services they need to meet the same challenging State academic standards to which all students are held.

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:

1. continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
2. 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. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless child lives.

The District will provide a written explanation, including the right to appeal, whenever the District sends a homeless student to a school other than the school of origin, a school requested by the parent/guardian or unaccompanied youth.

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, ESL, health services and food and nutrition programs, and preschools operated by the District, if they meet the established criteria for these services.

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 and youth eighteen years of age:

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

5118.2(c)**Students****Homeless Students (continued)**

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.

3. Fees and charges 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. If the school of origin is in a different school district from where the homeless child or youth is currently living, both school districts shall agree on a method for sharing the responsibility and costs, or share the costs equally.
5. Official school records policies and regulations may be waived at the discretion of the Superintendent.
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. The Board will provide any homeless student, who is not in the physical custody of a parent/guardian, full access to his/her educational records, including medical records, in the Board's possession.
8. Other barriers to school attendance by homeless youth may be waived at the discretion of the Superintendent of Schools.
9. The District will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

Any homeless child or youth denied school accommodations shall continue in attendance or be immediately enrolled in the school selected by the child in the school district. The homeless child or youth or the parent/guardian of such homeless individual shall be provided with a written explanation of the reasons for the denial of accommodations in a manner and form understandable to such homeless child or youth or parent/guardian. Information shall also be provided regarding the right to appeal the decision of the denial of accommodations. The homeless child or youth shall be entitled to continue in attendance in the school district during all available appeals.

Students

Homeless Students (continued)

In addition, if a homeless child or youth is denied school accommodations, such homeless child or youth shall be entitled to a hearing conducted pursuant to C.G.S. 10-186. Such hearing may be conducted by the entire Board of Education, or by a subcommittee of three Board members, or by a local impartial hearing board of one or more persons, not members of the Board of Education.

The District's educational liaison for homeless children is the Director of Pupil Personnel Services. The liaison must assist homeless children and youth, as described within the administrative regulations, in the placement/enrollment decisions, considering the youth's wishes and provide notice of appeal under the Act's enrollment disputes provisions. The liaison shall also participate in State provided professional development programs for local liaisons.

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 continue to provide educational services, including transportation between the temporary shelter and the school in the home district.

Legal Reference: Connecticut General Statutes
 4-176e to 4-180a Agency hearings.
 4-181a contested cases. Reconsideration. Modifications.
 10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers. (as amended by PA 19-179)
 10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters. (as amended by PA 17-194)
 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.

Policy adopted: October 3, 1996
 Policy revised: April 20, 2017
 Policy revised: April 5, 2018
 Policy revised: April 23, 2020

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students**Promotion/Acceleration/Retention****Grades K-8**

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, Cheshire Public Schools will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty 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, all district curriculum assessment data, performance on statewide assessments and data from other testing instruments.

Prior to deciding on retention for a student not mastering sufficient and appropriate skills at their grade level, the district may provide opportunities for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies. These opportunities may include but are not limited to, reading intervention programs, small group or individualized instruction, cross-age tutoring or student mentoring. Parents are also notified of the intervention plans.

Whenever such retention is being considered the teacher shall confer with the principal of the school and the child's parent(s) to discuss specific areas of concern, by no later than February 15th. Assessment data and examples of student work should be reviewed at that time. Identification of areas for improvement and strategies for alternative instruction should be discussed and planned. The parents shall then be invited to a meeting with the teacher, and/or principal of the school and other staff members, if needed, no later than May 1st for an updated discussion of the matter. This discussion shall consist of an explanation to the parent of their child's current academic standing in relationship to program objectives, individual ability, and a review of the student's progress since the initial meeting. At this time the final decision of retention shall be made. This final decision will be made by school authorities (principal, classroom teacher and child study team) after parental consultation.

Policy adopted: October 3, 1996
Policy revised: June 15, 2000

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Reporting to Parents**

The Board of Education encourages good communication between parent and teacher and shall promote frequent and varied reporting contracts.

1. Report Card

Written reports on student progress will be issued in accordance with a schedule approved by the superintendent of schools after consultation with principals and faculties. Reporting dates shall be determined annually and placed on the school calendar. Parents will be advised no later than the penultimate reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.

Teachers also will report on student progress at regularly scheduled parent conferences.

2. Warning Notices

Student progress reports to parents/guardians should be sent as needed between marking periods — not only to indicate student failure but also to note deficiencies needing attention — or special student achievement. Parental acknowledgment of these communications should be encouraged.

If parents are separated or divorced, both have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Noncustodial parents shall receive written reports and conference notifications upon a request to the school principal.

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 noncustodial parent.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131(a)
Policy**Students****Conduct****I. Philosophy of Disclosure**

The Board recognizes the necessity of regulations governing behavior and discipline in order to:

1. Create and preserve the conditions essential to the orderly operation of the schools.
2. Prepare pupils for effective and cooperative participation in adult life.
3. Maintain within the classroom an atmosphere conducive to learning.

The Board shall ensure that all pupils in the public schools shall be annually informed of the Board's policies and Board-approved regulations governing student conduct and the actions for which disciplinary action may be taken.

All students will be required to conduct themselves at all times in accordance with established codes of student conduct. Every reasonable effort will be made to keep students within the school's sphere of influence, using suspension and/or expulsion only as a last resort. In this connection, students are reminded that:

1. The exercise of any of the student's rights must be weighed against the rights of another individual or group.
2. No student has the right to disrupt the educational process within a school.

II. Student's Rights and Responsibilities

One of the goals of school systems throughout America is the development in students of an appreciation of the democratic way of life. To achieve this goal the staff, students and parents must work cooperatively. To this end, every student has certain rights and responsibilities. The following statements are basic to student-school relationships:

1. Provided no libelous and obscene expressions are used, and the activity does not disrupt the school program, the rights of students with respect to freedom of speech, press and assembly will be respected.

Students**Conduct** (continued)**II. Student's Rights and Responsibilities**

2. Any school may establish a representative student government with leadership elected by the students.
3. All students have the right to an education without regard to race, religion, sex, national origin, or disability.
4. Students may be searched, according to a decision of the Supreme Court of the United States, if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." (Board Policy 5145.12)
5. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of Students. (Board Policy 5145.12)
6. Every member of the school community, including students, parents and staff has the responsibility to promote regular attendance, orderly conduct and behavior, freedom from fear of insult or injury, and maximum opportunities for learning on the part of each student.

Legal Reference: Connecticut General Statutes
10-233 Suspension of Pupils
C.F. 5114 Suspension and Expulsion

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131.1
Policy**Students****Bus Conduct**

School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus and adherence to the regulations established by the Superintendent.

Students will be advised that they may be suspended from transportation services for unsatisfactory conduct which while awaiting or receiving transportation to and from school, endangers persons or property or violates a Board policy or administrative regulation.

(cf. 5114/5114.1 - Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education re school attendance.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

10-233c Suspension of pupils.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Conduct****Video Cameras on School Buses**

The Board of Education recognizes the need to maintain appropriate conduct on school buses. Accordingly, the Board of Education authorizes the installation of video cameras on school buses if needed as an aid in monitoring student behavior. These cameras produce both video and audio coverage. The tapes from these cameras will be used to assist school administrators in deciding upon appropriate disciplinary action.

Legal Reference: Connecticut General Statutes
 10-221 Boards of Education to prescribe rules
 Education of the Handicapped Act of 1975, as amended.
 Individuals with Disabilities Education Act.
 Family Education Rights and Privacy Act.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131.3
Policy**Students****Student Driving and Parking**

Driving on school roadways and parking on school property is a courtesy extended students and others by the Board.

The administration, obtaining suggestions from the local police department, shall establish rules and regulations to promote traffic safety and to maximize protection of vehicles while on school grounds. However, the district shall assume no responsibility for damage, injuries, or theft.

Regulations governing all traffic on school property shall include speed limits, stops, restriction of driving/parking to staff, authorized students and visitors.

Regulations governing student parking shall assure:

1. That all students driving to school have parental permission.
2. That all students (driving to school) have permission of the school administration.
3. That there be no use of the parking lot except for going to and from motor vehicles at the beginning and end of the school day.

The regulations may provide a means for imposing a limitation on the number of students who may use the parking lot if parking space is limited.

The school administration shall rescind permission for any student to drive or park on school property who drives unsafely or who does not observe the school's traffic or parking regulations.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Student Driving and Parking**

All students wishing to obtain driving privileges must sign a Student Parking Permit Application which includes the regulations for on-school operation of a motor vehicle. During the summer, at a time to be announced, students will submit the signed application along with written parental permission and a copy of the vehicle registration. Limitations may have to be placed on the number of permits due to insufficient parking areas. Permits are issued for the school year only. The principal issue temporary permits.

Statement of Responsibilities

1. Motor vehicles are to be driven only for the purposes of coming to school in the morning and leaving school at the end of the day, except in those instances where a student has been officially excused earlier in the day. Students may not leave, nor take any student with them, who is not officially excused.
2. No student is permitted in the parking lot at any time during the school day. Students may not sit in or around any motor vehicles during the school day. All motor vehicles are to remain locked throughout the day. The school is not responsible for the automobile or its contents.
3. Students must park in the student parking area only. No student is permitted to park in the faculty area, or visitors' area at any time while classes are in session, regardless of the length of time (this includes students who may be returning from early dismissal). Parking on grass areas, sidewalks or other areas not intended for that purpose will lead to loss of privilege and/or towing at owner's expense.
4. Motor vehicles are to be operated in a safe manner at all times and must be driven at a reasonable speed in accordance with all motor vehicle ordinances. Right of way to school buses at all times shall be granted.
5. Any student leaving school grounds without authorization will automatically lose his or her parking privilege.
6. Parking spaces are not transferrable to another student. Students are assigned to a parking space and are accountable for that space. If a student's parking privileges are revoked, another student from the waiting list will be assigned to that space.
7. Parking regulations will be strictly enforced. It is considered a privilege to park on school grounds. Suspension of parking privileges or suspension from school may occur for any violation of the parking regulations.

No warnings shall be given on any of the above items. Any student reported for any infraction of the above responsibilities will have his or her driving privileges automatically suspended.

Regulation approved: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131.5

Policy

Students**Vandalism****Vandalism by Minors**

The parent or guardian of any minor/unemancipated child who willfully 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. Injury shall include intentional unauthorized modifications made to computer hardware and/or software.

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. Liability shall include all costs incurred to remedy the situation.

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

Vandalism by an Adult Student

An 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 - Care of Instructional Materials)

Legal Reference: Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

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

Policy adopted: October 3, 1996
Policy revised: March 19, 1998

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students

Drugs and Alcohol/Tobacco

The use of illicit drugs or the abuse of alcohol can result in, among other things, addiction, the dulling of the senses, the dulling of the memory, reduction of brain cells, paranoia, heart attacks, cirrhosis of the liver, damage to the fetus of pregnant women, and impairment of the ability to drive a car or operate machinery.

1. No student or any other person shall have in his or her possession alcohol, controlled drugs, or any substance which is represented to be or looks like a controlled drug, except under the express written prescription of an authorized practitioner as defined in the law, controlled substances or drug paraphernalia while on school property, engaged in any school activity or extra curricular activity, or on any transportation provided or authorized by the Board. Controlled drugs are those drugs which contain any quantity of a substance which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the commissioner of consumer protection pursuant to section 21a-243 of the Connecticut General Statutes, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type and other stimulant and depressant drugs. Specifically excluded from controlled drugs and controlled substances are alcohol, nicotine and caffeine. Controlled substance means a drug, or substance which is represented to be or looks like a controlled drug, including such substances that contain chemicals which produce the same effect of illegal substances or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to section 21a-243.

- a. Tobacco/E-Cigarette Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering systems or vapor product, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

5131.6(b)**Students****Drugs and Alcohol/Tobacco (Continued)**

b. Medical Marijuana

Although possession and use of marijuana for certain medical conditions, consistent with Connecticut's P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana," as amended by P.A. 16-23 is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the Controlled Substances Act and the Drug-Free Schools and Communities Act, the use and or possession of marijuana continues to be prohibited while a student is on a school bus, at school, on school grounds or at a school-sponsored activity. The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

2. No student or any other person shall sell or transfer alcohol, controlled drugs, drug paraphernalia, or controlled substances in school or on school property, while engaged in any school activity or extracurricular activity, or on any transportation provided or authorized by the Board. The law defines any form of delivery, including barter, exchange or gift, or offer therefore, as selling. If a staff member observes a student selling, giving, or possessing drugs, and/or drug paraphernalia, that staff member should immediately notify an administrator. The student in question shall be brought to the principal's office without delay and, if the administrator believes there is a violation of this policy, the parents and local police shall be informed. An administrator shall remain with the student during any questioning by the police which occurs on school property. If the parents are not in attendance, they shall be notified of any action taken by the police which is made known to the school administration.
3. Students who have been prescribed medication shall be required to present a copy of the prescription to the school nurse and written authorization from the students' parents or guardian and to take the medication in the school nurse's office.
4. Desks and lockers may be searched by a school administrator as authorized by law, provided that:
 - a. There is reasonable cause for suspecting a search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
 - b. The search is conducted in a manner reasonably related to the objectives of the search and is not excessively intrusive.
 - c. Students have been informed in advance, via the Student Handbook, which under Board policy and regulations, desks and lockers may be searched under the above circumstances.

Students

Drugs and Alcohol/Tobacco

5. When a professional employee, as defined in C.G.S. 10-154a, has any indication, other than the knowledge that the student is involved in a substance abuse rehabilitation program, that a student is using drugs, and that indication comes from sources other than a professional communication with a student as defined in the law, such employee shall report it immediately to the school principal, or his/her designee(s) who will on the day of the report attempt to contact the student's parents or guardian. The school principal or his/her designee(s) will use his/her discretion in calling the police and/or seeking the advice of other appropriate personnel.
6. When a professional employee of the Cheshire Board of Education receives any professional communication, defined in C.G.S. 10-154a as being any communication privately and in confidence by a student to a professional employee of such student's school in the course of the latter's employment from any student, said employee will use his/her discretion in reporting such communication to the appropriate school principal, who may, at his/her discretion, report to the parents or guardian and/or health authorities. When making such report, the administrator will notify the parents or guardian within a reasonable time and the administrator will, except in extraordinary circumstances which the administrator will fully document, make every effort to involve said parents or guardian.

The Board recognizes that professional employees are not legally required to disclose such professional communications. Failure to do so, therefore, will not be the basis for any disciplinary proceeding against a professional employee.

7. Students attending Cheshire Public Schools who violate any of the foregoing provisions shall be subject to disciplinary action in accordance with the provisions stated below.

A student who, on school grounds, during school session, on school transportation, or at a school-sponsored activity, possesses, transfers, attempts to sell, or sells, any substance purported to be a controlled drug or controlled substance, in accordance with Subdivision (9) of Section 21a-240d of the Connecticut General Statutes, shall be immediately suspended and may be recommended to the Cheshire Board of Education for expulsion.

A student who, on school grounds, during school session, on school transportation, or at a school-sponsored activity is under the influence of, possesses, uses, or sells alcohol, or is under the influence of, possesses or uses, any substance purported to be a controlled drug or controlled substance, shall be subjected to disciplinary action which can include immediate suspension. In cases of suspension and/or expulsion all procedures described in the "Suspension/Expulsion Policy 5114 shall be adhered to in accordance with Section 10-233c and 10-223d of the Connecticut General Statutes.

5131.6(d)**Students****Drugs and Alcohol/Tobacco**

In general, students who violate this policy will be disciplined as follows:

1. First Violation

The student will receive a suspension of between five (5) and ten (10) days. The police will be notified. The student will be referred to the student services team for recommendation as needed in:

- a. counseling;
- b. referral to self-help groups within the community that are specifically set up to assist the person involved with alcohol or other drugs; and
- c. referral to appropriate agencies (i.e., agencies which are licensed to assess and treat drug, including alcohol, abuse.)

2. Second Violation

The student will be suspended for ten (10) days. The police will be notified.

As a result of the second violation, the student must:

- a. seek and complete an assessment by the school-approved physician and a designated agency licensed to evaluate drug, including alcohol, problems
- b. demonstrate compliance with the treatment program as recommended after the assessment
- c. present written evidence to the principal of having successfully completed the treatment program

3. Third Violation

The student will be suspended and recommended to the Board of Education for expulsion from the Cheshire School System. The police will be notified.

Expulsion

Notwithstanding the general procedures for disciplinary action as described above, expulsion from school pursuant to Connecticut General Statutes, Sec. 10-233d (a)-(e) may occur upon the first, second, or third violation of this policy if there are compelling reasons for such action based upon the circumstances surrounding the violation, or the student's past disciplinary record.

second, or third violation of this policy if there are compelling reasons for such action based upon the circumstances surrounding the violation, or the student's past disciplinary record.

Students

Drugs and Alcohol/Tobacco (Continued)

Pupils under the age of 16 (except for those who require special education) who are expelled will be offered alternative education in accordance with section 10-233d of the statutes. Pupils between the ages of sixteen and eighteen (except for those who require special education) will be offered an alternative educational opportunity if they comply with conditions established by the Board of Education in accordance with the cited statute and the student has not been previously expelled.

Pupils who require special education shall be referred to a Planning and Placement Team. Should expulsion of a student aged sixteen to eighteen years occur as the result of the sale or distribution of a controlled drug or substance on school property, in a school vehicle, or at a school sponsored affair, students shall be referred to a state or local agency for rehabilitation, intervention, job training, or any combination thereof. The Commissioner of Education shall be informed of the Board's action within thirty days of the expulsion.

Rules and Regulations

The Board of Education is not required to offer an alternative educational opportunity to pupils aged sixteen to eighteen years (except those who require special education) who are expelled because of conduct which endangers persons if it is determined at the expulsion hearing that the conduct for which the student is expelled involved the sale or distribution of a controlled drug or substance on school property, in a school vehicle, or at a school sponsored affair as defined in subdivision (9) of Section 2le 240 of the Connecticut General Statutes.

A student who is readmitted following expulsion must present evidence that he/she has successfully completed a program that includes treatment and counseling. A behavioral contract between the student, school administration, and a representative of the counseling group may be completed for readmission.

Subsequent offenses will result in a request by the Superintendent for immediate expulsion.

The readmission process will be initiated administratively by the building principal.

Any student who elects to enroll in any non-public or public education during the period of time affected by these rules and then chooses to re-enroll in the Cheshire School System, may be enrolled only under the conditions specified by the Board of Education after consideration of recommendation by the school principal and the Superintendent of Schools.

5131.6(f)**Drugs and Alcohol/Tobacco (Continued)**

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study
 10a-18 Programs to be offered on effects of drugs and alcohol
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Study of prevention program. Report of findings and recommendations.
 10-154a Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.
 10-220b Policy Statement on drugs.
 10-221d Boards of education to prescribe rules.
 10-223d Expulsion of pupils. Hearing format. Age limitation for the provision of an alternative educational opportunity; exceptions.
 21a-240 Definitions. (8) "Controlled drugs".
 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing.
 21a-278 Penalty for illegal manufacture, distribution, sale, prescription or administration by non-drug-dependent person.
 P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.
 P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products.

Policy Adopted: October 3, 1996
 Policy Revised: May 17, 2012
 Policy Revised: May 16, 2013
 Policy Revised: January 16, 2014
 Policy Revised: February 12, 2015
 Policy Revised: May 5, 2016

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

No Smoking Policy

The use of tobacco is prohibited everywhere within all school buildings under the supervision of the Cheshire Board of Education at all times, whether school is in session or not, by all persons.

The Superintendent or principal may designate an area on school grounds for use of tobacco products by adult non-students.

Signs indicating that smoking is prohibited shall be placed in appropriate places in all buildings and grounds.

Legal Reference: 1-21b Smoking prohibited in certain places.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131.62

Policy

Students**Standards of Behavior/Extracurricular Activities/Out-of-School Behavior**

Participation in extracurricular activities and student leadership positions is a privilege, not a student right. It is the position of the Board of Education that students attain and retain this privilege by maintaining high standards of decorum, both in school and school-related activities, and outside of the school environment.

The Board of Education directs the administration to develop standards of conduct for participation by students in extracurricular or leadership activities. Further, the Board directs that appropriate notification of this policy and its attendance regulations be provided to all students and parents annually.

For students in grades K-6, possession, use, sale or distribution of alcohol, tobacco or controlled substances outside of school shall be treated as an issue requiring counseling, and the student may be subject to discipline including but not limited to suspension and/or expulsion under the Board of Education's disciplinary policy, as appropriate. As such, the Board directs school staff members to work with the parents of the child and appropriate agencies to address the issues associated with the possession, use, sale or distribution of these substances. For grades 7-12, school disciplinary consequences and counseling as appropriate are to occur.

Policy Adopted: June 3, 1999
Policy Revised: July 1, 2005

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Extracurricular Activities Students Grades 7-12****Regulation Regarding Involvement with Alcohol, Tobacco or Drugs (Outside of School)**

Participants in extracurricular activities including but not limited to all interscholastic, intramural and club sports, student organizations and other school-sponsored associations or groups, shall not possess or consume, knowingly be in the presence of a person(s) who unlawfully possesses, sells or distributes, alcoholic beverages or any controlled or prescription substance without a prescription, including steroids, or shall not possess or consume, sell or distribute tobacco, on or off school grounds, at any time during the school year and for the period of time school sponsored activities occur during summer recess.

For the first violation of this regulation, the student shall be suspended from participation in all extracurricular events or leadership positions for three weeks and/or as may be appropriate for one performance. * For athletes, the suspension shall be three weeks or six contests, or until the end of the current season, whichever is shorter. Any student who is suspended from participation in extracurricular activities under this regulation shall be required to participate in a counseling program as a condition of reestablishing eligibility, which counseling may include participation by the student's parent/guardian. In conjunction with the suspension from extracurricular activities, both the student and his/her parent/guardian will be required to sign a statement acknowledging the consequences of subsequent violations of this regulation. The student will be permitted to participate in all activities, including but not limited to practices, meetings, and subsequent work sessions.

For the second violation, the student will be suspended from all extracurricular activities for 180 consecutive school days. The student may be required to take part in an additional counseling program to reestablish eligibility, which counseling may include participation by the student's parent/guardian.

For third and any subsequent violations, the student will be permanently banned from all extracurricular participation for the duration of his/her length of time remaining at Dodd Middle School, or Cheshire High School. The student will be encouraged to participate in an appropriate chemical dependency program.

When disciplinary action is contemplated pursuant to this policy, the assistant principal or designated administrator shall hold an informal hearing with the student, at which time the student will be given an opportunity to explain the situation.

* For example, if a school play were four weeks from the onset of the suspension, the student could be suspended from participation for three weeks and the first performance of the play.

5131.62 (b)**Students****Extracurricular Activities Students Grades 7-12 (continued)****Regulation Regarding Involvement with Alcohol, Tobacco or Drugs (Outside of School)**

(continued)

For the second and third violations the student may appeal his/her disciplinary action to a hearing panel to include the Principal and two certified staff members. The hearing panel will have the authority to modify the disciplinary action taken. The results of the hearing panel's decision are final. Guidelines for the appeal process will be developed by the administration.

Violations of the policy shall be cumulative throughout grades 7-8 and 9-12.

This policy and attendant regulation in no way limits the Cheshire Public School Administration's ability to pursue disciplinary proceedings, including but not limited to suspension and/or expulsion from the Cheshire Public Schools in accordance with the Board of Education's disciplinary policy, for possession, use or distribution of alcohol, tobacco and/or controlled substances where appropriate.

Regulation Adopted: June 3, 1999
Regulation Revised: July 1, 2005

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Weapons and Dangerous Instruments**

Students shall not possess weapons or dangerous instruments of any kind on school grounds or buildings, on school buses, or on any school-related or school-sponsored activity away from school facilities. Weapons and dangerous instruments shall include any sling shot, air rifle, BB gun, gun, blackjack, sand bag, metal or brass knuckles or any switch knife, or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, or stiletto, or any other knife the edged portion of the blade of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, as defined in CGS 53a-3.

Possession of or introduction of such weapons or devices on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent or guardian. Students who violate this policy shall be subject to appropriate disciplinary action as well as possible court action. A student's conduct off school grounds that is seriously disruptive of the educational process and violative of the Board's publicized policies may also be grounds for expulsion. A student found to be in possession of a firearm or dangerous weapon, as defined by law, shall be subject to an expulsion of one calendar year. All legal restrictions and requirements will be adhered to pertaining to special education students. The expulsion period may be modified on a case by case basis.

Any weapon or dangerous instrument may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff and the public.

Every employee seizing any weapon or dangerous instrument under the provisions of this regulation shall report the incident to the principal or assistant principal immediately and deliver the seized device to the principal or assistant principal. Such employee shall provide, if known, information regarding the name(s) or person(s) involved, witnesses, location and circumstance of the seizure. If it is known that a student has possession of such a device but the device has not been seized, the employee shall report the matter to the principal or assistant principal, and the principal or assistant principal shall take such action as is appropriate. The principal or assistant principal shall immediately report all violations of this policy to the Superintendent of Schools or his/her designee and to the local law enforcement agency.

5131.7(b)**Students****Weapons and Dangerous Instruments (continued)**

Where appropriate, the principal or assistant principal shall also take disciplinary action which may include suspension or request for expulsion in accordance with the policy on Student Suspension/Expulsion.

Students and parents or guardians shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

10-233a through 10-233f - Expulsion as amended by PA 95-304 and PA 96-244

53a-3 Definitions

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

53-206 Carrying and sale of dangerous weapons.

PA 94-221 An Act Concerning School Discipline and Safety

GOALS 2000 Educate America Act

18 U.S.C. 921 Definitions

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

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Students**Electronic Devices**

Students are not permitted to use beepers, paging devices or mobile telephones during school hours or while traveling in school vehicles. The possession of mobile telephones is permitted providing the telephone is off and not readily visible to others.

School administrators or other authorized school personnel may authorize the use of mobile telephones of the student if his/her parent or guardian establishes to the satisfaction of the administrator that a responsible basis exists for the use of the device and then only under certain limited circumstances.

In accordance with Connecticut General Statute 10-233j, students are not permitted to possess or use beepers or paging devices unless such student obtains the written permission of the school principal for such possession and use.

Further, students are not permitted to possess or use laser pointers without prior approval and unless under teacher supervision for instructional purposes. A person who discovers a student possessing or using a laser pointer without permission should report the violation to a school administrator who should confiscate the device and contact the parent/guardian. A person who discovers a student carrying a pager, beeper or cellular telephone in a visible location or using such a device should report the violation to a school administrator who should confiscate the device and contact the parent/guardian.

Repeated violations of this policy shall result in further disciplinary action as is appropriate.

Legal Reference: C.G.S. 10-233j Student Possession and Use of Telecommunication Devices.
P.A. 95-304 An Act Concerning School Safety
P.A. 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates
P.A. 99-256 An Act Concerning AAC Laser Pointers

Policy Adopted: December 7, 2000
Policy Revised: January 18, 2001

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5131.91(a)

Policy

Students**Hazing****I. Purpose**

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, actively encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.
- E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. Definitions

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

Students**Hazing** (continued)

2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that unreasonably adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that unreasonably adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation, that unreasonably adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

IV. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or good faith belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Superintendent or Assistant Superintendents.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a credible report of, observes, or has other knowledge or good faith belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

5131.91(c)**Students****Hazing** (continued)

- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, loss of privileges, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulations.
- D. School officials will notify the police whenever there is a suspicion of criminal wrongdoing associated with hazing.

VI. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook and in each school's staff handbook. It shall be the responsibility of the coaches/activity advisors to give notice of this policy to all students at the beginning of the year or season.

Students

Hazing

Bullying

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

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

Definitions

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

- A. causes physical or emotional harm to such student or damage to such student’s property;
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- C. creates a hostile environment at school for such student;
- D. infringes on the rights of such student at school; or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

5131.911(b)**Hazing****Bullying****Definitions (continued)**

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.

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

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Hazing**Bullying** (continued)

Examples of bullying include, but are not limited to:

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

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

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

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

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

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

5131.911(d)**Hazing****Bullying** (continued)

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools;
2. Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;
3. Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;

Hazing**Bullying (continued)**

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying or teen dating violence not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or school dating violence;
9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;
10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying and teen dating violence;
11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. Requires the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such students against further acts of bullying or teen dating violence;

5131.911(f)**Hazing****Bullying (continued)**

15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying or teen dating violence constitute criminal conduct;
16. Prohibits bullying or teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
17. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan;
18. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;
19. Requires students and the parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying or teen dating violence;
20. As required the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance; and approval not later than July 1, 2014; and
21. Requires that not later than thirty calendar days after approval by the State Department of Education the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Hazing**Bullying** (continued)

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

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

Prevention and Intervention Strategy

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

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

5131.911(h)**Hazing****Bullying****District Safe School Climate Coordinator**

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

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.
5. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)

Safe School Climate Specialist

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

The Specialist in each school shall:

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

Hazing**Bullying** (continued)**Safe School Climate Committee**

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

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying and teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the district safe School Climate Coordinator and to the school's security and safety committee;
4. Review and amend school policies relating to bullying and teen dating violence;
5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;
7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and
8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 above and from any other committee activities that may compromise student confidentiality.

5131.911(j)**Hazing****Bullying (continued)****Safe School Climate Plan**

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

1. Enable students to anonymously report acts of bullying and teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying and teen dating violence;
3. Require school employees who witness acts of bullying or receive reports of bullying or teen dating violence to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying or teen dating violence, and to file a written report not later than two school days after making such oral report;
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. Provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying and teen dating violence;

Bullying (continued)**Safe School Climate Plan** (continued)

9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence;
10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and to maintain a list of the number of verified acts of bullying and teen dating violence in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;
11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
13. Direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the school will take to protect such student against further acts of bullying or teen dating violence;
14. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;
15. Prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

5131.911(I)**Hazing****Bullying (continued)****Safe School Climate Assessment**

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

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks.

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

Legal Reference: Connecticut General Statutes
 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 P.A. 11-232 and P.A. 14-172.
 P.A. 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
 P.A. 11-232 An Act Concerning the Strengthening of School Bullying Laws.
 P.A. 13-3 An Act Concerning Gun Violence Protection and Safety
 P.A. 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.
 P.A. 14-234 An Act Concerning Domestic Violence and Sexual Assault.

Policy Adopted: January 16, 2003
 Policy Revised: December 4, 2008
 Policy Revised: December 8, 2011
 Policy Revised: January 16, 2014
 Policy Revised: February 12, 2015

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

Bullying

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

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

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

Prohibition Against Bullying and Teen Dating Violence

The Board of Education (Board) prohibits bullying and teen dating violence (a) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the victim, (ii) infringes on the rights of the victim at school, or (iii) substantially disrupts the education process or orderly operation of a school.

Definitions

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

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,

5131.911(b)**Bullying****Definitions** (continued)

- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

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

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional Board of Education or working

Bullying (continued)**II. Definitions (continued)**

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

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. *(It is based on people’s experiences of school and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)*

Reporting and Responding to Bullying and Retaliation (Complaint Process)**A. Publication of the Prohibition against Bullying and Related Procedures**

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

“Bullying behavior and teen dating violence by any student in the Cheshire Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:

- a. causes physical or emotional harm to such student or damage to such student’s property,
- b. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- c. creates a hostile environment at school for such student,
- d. infringes on the rights of such student at school, or
- e. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national

5131.911(d)**Bullying (continued)****A. Publication of the Prohibition against Bullying and Related Procedures (continued)**

origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, gender identity, or physical mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

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

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

B. Appropriate School Personnel

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

Bullying (continued)**B. Appropriate School Personnel** (continued)**District Safe School Climate Coordinator**

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

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.

Safe School Climate Specialist

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

The Specialist in each school shall:

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

5131.911(f)**Bullying (continued)****C. Annual Notification of the Complaint Process**

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

D. Formal Written Complaints

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

E. Informal/Verbal Complaints by Students

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

F. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the

Bullying**F. Anonymous Complaints (continued)**

complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

IV. Staff Responsibilities and Intervention Strategies**A. Teachers and Other School Staff**

School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying or teen dating violence shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.

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

5131.911(h)**Bullying****IV. Staff Responsibilities and Intervention Strategies****A. Teachers and Other School Staff (continued)**

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

B. Responsibilities of the Safe School Climate Specialist**1. Investigation**

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

Bullying**IV. Staff Responsibilities and Intervention Strategies (continued)****B. Responsibilities of the Safe School Climate Specialist (continued)****1. Investigation (continued)**

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

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

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

2. Remedial Actions

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

5131.911(j)**Bullying****IV. Staff Responsibilities and Intervention Strategies (continued)****B. Responsibilities of the Safe School Climate Specialist (continued)****2. Remedial Actions (continued)**

Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in-school suspension; suspension or expulsion) is a matter for the professional discretion of the Building Principal (or responsible program administrator or his/her designee.) The following sets forth possible interventions for building principals to enforce the Board’s prohibition against bullying. No disciplinary action may be taken solely on the basis of an anonymous complaint.

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

a. Non-disciplinary Interventions

When verified acts of bullying and teen dating violence are identified early and/or when such verified acts of bullying or teen dating violence do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying or teen dating violence, its prohibition, and their duty to avoid any conduct that could be considered bullying or teen dating violence.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim

Bullying**IV. Staff Responsibilities and Intervention Strategies (continued)****B. Responsibilities of the Safe School Climate Specialist (continued)****2. Remedial Actions (continued)****a. Non-disciplinary Interventions (continued)**

and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

In any instance in which bullying or teen dating violence is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying or teen dating violence, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. The meeting of parents/guardians of the bullied student or the victim of teen dating violence and the student committing the bullying or teen dating violence shall be separate and distinct from each other.

b. Disciplinary Interventions

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

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

5131.911(l)**Bullying****IV. Staff Responsibilities and Intervention Strategies (continued)****B. Responsibilities of the Safe School Climate Specialist (continued)****2. Remedial Actions (continued)**

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

c. Interventions for Bullied Students

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

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

3. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other District actions may ameliorate any potential problem with bullying or teen dating violence in school or at school-sponsored activities. A focus will be placed on district and school efforts to improve school climate based upon the National School Climate Standards.

Bullying (continued)**B. Responsibilities of the Safe School Climate Specialist (continued)****3. General Prevention and Intervention Strategies (continued)**

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

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

The Safe School Climate Committee shall:

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

5131.911(n)**Bullying****B. Responsibilities of the Safe School Climate Specialist (continued)****3. General Prevention and Intervention Strategies (continued)**

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

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

- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- e. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school;
- f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, or student who commits teen dating violence parents and school employees. Such interventions with the bullied child or victim of teen dating violence may include referrals to a school counselor, psychologist, or other appropriate social or mental health services, and periodic follow-up by the safe school climate specialist with the bullied child;
- g. School-wide training related to safe school climate;
- h. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;

5131.911(o)

Bullying

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

3. General Prevention and Intervention Strategies (continued)

- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing bully/victim and teen dating perpetrator/victim problems.
- k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);
- m. Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;
- n. Modeling by all school employees of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- q. Utilizing a culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

V. Reporting Obligations

A. Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of bullying or teen dating violence by a specific student are verified, not later than forty-eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a

5131.911(p)**Bullying (continued)****V. Reporting Obligations (continued)**

description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying or teen dating violence (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings.

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

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

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

Bullying (continued)**C. List of Verified Acts of Bullying/Teen Dating Violence**

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

VI. Prohibition against Discrimination and Retaliation**A. Safety**

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

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

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying or teen dating violence, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, teen dating violence, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the student's against whom such bullying or teen dating violence was directed (target's) sense of

5131.911(r)**Bullying****VI. Prohibition against Discrimination and Retaliation****A. Safety (continued)**

safety. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

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

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

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

B. Law Enforcement Notification

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

Bullying (continued)**VII. Training Requirements for School Staff**

- A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and the prevention of and response to youth suicide. *(The Board, subject to the approval of the State Department of Education, is not required to offer an in-service program regarding bullying or youth suicide prevention and intervention if it instead implements an evidence-based model approach to this issue.)*
- B. Beginning teachers shall satisfactorily complete instructional modules as required by C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying, teen dating violence and the prevention of and response to youth suicide.
- C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:
 - 1. Developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside the school setting,
 - 2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,
 - 3. Information regarding the interaction and relationship between students committing acts of bullying, teen dating violence, students against whom such acts of bullying or teen dating violence are directed and witnesses of such acts of bullying or teen dating violence,
 - 4. Research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying or teen dating violence in the school setting,
 - 5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10-222d, or
 - 6. Internet safety issues as they relate to cyberbullying.

5131.911(t)**Bullying (continued)****VIII. Notification Requirements**

- A. A copy of this District's Safe School Climate Plan shall be provided in written or electronic format to all District employees annually at the beginning of each school year.
- B. The District's Safe School Climate Plan shall be made available on the Board's website and on the website of each individual school with the District. Such posting shall occur within thirty (30) days of the approval of such plan by the Board.
- C. The District's Safe School Climate Plan shall be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

IX. School Climate Assessments

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

X. Bullying Through the Use of Technology (Cyberbullying)

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

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

The District's discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students

Bullying (continued)

are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

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

XI. Relationship to Other Laws

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

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

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

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

**5131.911
Appendix A****MODEL ANNUAL BULLYING NOTICE**
To be included in the Student Handbook

Bullying behavior by any student in the Cheshire Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

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

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

Students**Dress Code**

The Cheshire Board of Education encourages students to dress appropriately and to be neatly groomed while at school. The Board does not dictate to students and parents as to grooming or what clothing may or may not be worn, but it expects each student's clothing and appearance to be meet community accepted standards of taste and common sense.

Garments with obscenities or drug/alcohol related print and attachments will not be allowed. Students wearing modes of dress which are unsafe either to the students or those around the students or whose dress or appearance is disruptive to school operations and the educational process will be prohibited from attending class.

In specific instances, the building principal shall be the sole judge as to the suitability of a student's clothing, grooming and/or appearance. Subsequently, the student or the student's parents may appeal the Principal's decision to the Superintendent of Schools. Parents dissatisfied by the decision of the Superintendent of Schools may appeal to the Board of Education at the next regularly scheduled board meeting. Such an appeal must be first presented in writing prior to the meeting of the Chairperson of the Board.

5141.21(a)

Policy

Students**Administering Medication**

The purpose of this policy is for the Board of Education (Board) 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 the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and for interscholastic and intramural athletic events only, a podiatrist.

Before- and after-school program means any child care program operated and administered by a local or regional Board of Education or municipality exempt from licensure by the Department of Public Health. Such programs shall not include public or private entities licensed by the Department of Public Health or Board of Education enhancement programs and extra-curricular activities.

Board of Education means a local or regional Board of Education, a regional educational service center, a unified school district, the regional vocational-technical school system, an approved private special education facility, the Gilbert School, the Norwich Free Academy, Woodstock Academy or a non-public school whose students receive services pursuant to Section 10-217a of the Connecticut General Statutes.

Students

Administering Medications

Definitions (continued)

Carrier means any school district, educational institution, or person, firm or corporation under contract to such district or institution engaged in the business of transporting students. (C.G.S. 14-212 (2)).

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reaction.

Controlled drugs means those drugs as defined in Connecticut General Statutes Section 21a-240.

Cumulative health record means the cumulative health record of a student mandated by Connecticut General Statutes Section 10-206.

Director means the person responsible for the operation and administration of any school readiness program or before- and after-school program.

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.

Extracurricular activities means activities sponsored by local or regional Boards of Education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before- and after-school programs and school readiness programs.

5141.21(c)**Students****Administering Medications****Definitions** (continued)

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and includes tryouts, competition, practice, drills, and transportation to and from such events.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

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 plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

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.

5141.21(d)**Students****Administering Medications****Definitions** (continued)

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.

Occupational therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional Board of Education who meets the requirements of such Board for employment as a health care aide or assistant or instructional aide or assistant.

Physical therapist means a physical therapist employed full time by the local or regional Board of Education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Principal means the administrator in the school.

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 coach and licensed athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of the State regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of the State regulations. For school readiness programs and before- and after-school programs, Directors or Director's designee, lead teachers and school administrators who have been trained in the administration of medication may administer medications pursuant to Section 10-212a-10 of the State regulations.

Research or study medications mean FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

5141.21(e)**Students****Administering Medications****Definitions** (continued)

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

School nurse means a nurse appointed in accordance with Connecticut General Statutes Section 10-212.

School nurse supervisor means the nurse designated by the local or regional Board of Education as the supervisor or, if no designation has been made by the Board, the lead or coordinating nurse assigned by the Board.

School bus driver means any person who holds a commercial driver's license with a public passenger endorsement to operate a school bus pursuant to subsection (a) of C.G.S. 14-44.

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Teacher means a person employed full time by a Board of Education who has met the minimum standards as established by that Board for performance as a teacher and has been approved by the School Medical Advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

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~~ stating the need and the capacity of such child to conduct self-testing along with written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut.

Students

Administering Medication

General Policies on Administration of Medication (continued)

The school nurse or school principal shall select a qualified school employee to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

A child diagnosed with asthma or a diagnosed life-threatening allergic condition, pursuant to State Board of Education regulations, may possess, self-administer or possess and self-administer medicine administered through the use of an asthmatic inhaler or an EpiPen or similar device in the school at all times or while receiving school transportation services 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 needs to keep an asthmatic inhaler or EpiPen at all times 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 administer medication to any student pursuant to the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist) and the written authorization of a parent or guardian of such child or eligible student and 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, any other nurse licensed pursuant to the provisions of Chapter 378, including a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, 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 and the school nurse may administer medication to any student in the school following the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

5141.21(g)**Students****Administering Medication****Administration of Medication by Paraprofessionals (Continued)**

administrative regulations. The approved plan also requires the written authorization of Medications 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.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in this policy and in the administrative regulations to this policy.

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 Paraprofessionals

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 f the student's parent/guardian and pursuant to the written order from the student's authorized prescriber licensed to prescribe medication.

Administration of Medications in School Readiness Programs and Before- and After-School 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 either be District-administered or administered by a municipality exempt from licensure by the Department of Public Health and are 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.

Students

Administering Medication

Administration of Medications in School Readiness Programs and Before- and After-School Programs (continued)

A child attending any before- or after-school program, defined as any child care program operated and administered by the Board in any building or on the grounds of any district school, 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 supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication including a cartridge injector. Such administration shall be to a particular student medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death.

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.

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 shall determine, in cooperation with the School Medical Advisor and school nurse [supervisor] whether additional school nursing services/nurses are required based on the needs of the program and the participants in the program. This determination shall include whether a licensed nurse is required on site. The recommendation shall be subject to Board approval.

The Board will allow students in the school readiness and before- and after-school programs to 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 approval of the school nurse (The nurse has evaluated the situation and deemed it appropriate and safe and has developed a plan for general supervision of such self-medication.), and with the written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

5141.21(i)**Students****Administering Medication****Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events**

An error in the administration of medication shall be reported immediately to the school nurse, the parents/guardians and the prescribing physician. 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 the standing order of the School Medical Advisor or the child's private physician. However, in an emergency any other person trained in CPR and First Aid may administer emergency oral and/or injectable medication to any child in need on school grounds, or in the school building. In addition, local poison control center information shall be readily available at the sites of these programs. The Program Director or his/her designee shall be responsible for decision making in the absence of the nurse.

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 in accordance with the provisions of subsection (a) to (k) inclusive of the Regulations of Connecticut State Agencies, as outlined in the accompanying administrative regulation to this policy.

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 should be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

Documentation and record keeping shall be done in compliance with the stipulations outlined in the administrative regulation accompanying this policy.

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse. The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Students**Administering Medication** (continued)**Definitions (For purposes of this subsection of this policy) (Continued)**

The school nurse is responsible for the student's individualized medication plan and shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the medication, such as the inhaler or cartridge injector, to the coach or licensed athletic trainer, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The agreement of the coach or licensed athletic trainer is necessary for the administration of emergency medication and the implementation of the emergency care plan.

Coaches and athletic trainers are required to fulfill the documentation requirements as outlined in the administrative regulations accompanying this policy. Errors in the administration of medication shall be addressed as specified in Section 10-212a-6 of the Regulations of Connecticut State Agencies, and detailed in the administrative regulation pertaining to this policy. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

Definitions (For purposes of this subsection of this policy)

- **Cartridge injector** means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.
- **Qualified school employee** means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, coach or school paraprofessional.
- **Qualified medical professional** means a licensed physician, optometrist, advanced practice registered nurse, or a physician assistant.

Storage and Use of Epinephrine Cartridge Injectors

A school nurse or, in the absence of a school nurse, a "qualified school employee" shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions, who were not previously known to have serious allergies and

5141.21(k)**Students****Administering Medication** (continued)

therefore do not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

The school nurse or school principal shall select qualified school employees to be trained to administer such epinephrine. There shall be at least one such qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a store of EpiPens for such emergency use.

The school shall fulfill all conditions and procedures promulgated in the regulations established by the State Board of Education for the storage and administration of epinephrine by school personnel to students for the purpose of emergency first aid to students who experience allergic reaction and do not have prior written authorization for epinephrine administration.

The school nurse or, in the absence or unavailability of such school nurse, such qualified school employee may administer epinephrine. A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine utilizing an EpiPen.

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute.

Administration of Anti-epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in

accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

In addition the school nurse (and school medical advisor, if any), shall attest, in writing, that such qualified school employee has completed the required training. The qualified school employee shall also receive monthly reviews by the school nurse to confirm his/her competency to administer anti-epileptic medication. For purposes of the administration of anti-epileptic medication, a "qualified school employee" means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the District, coach or school paraprofessional.

Students

Administering Medication (continued)

School Bus Drivers Training

By June 30, 2019, school transportation carriers must provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector (“EpiPen”), (3) notifying emergency personnel, and (4) reporting an incident involving a student’s life-threatening allergic reaction. Such training can be completed online, provided the online module fulfills legislative requirements.

Beginning July 1, 2019, each carrier must provide the training to school bus drivers (1) following the issuance or renewal of a public passenger endorsement to operate a school bus for carrier employees, and (2) upon the hiring of a school bus driver who is not employed by such carrier (e.g., subcontractor), except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

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, PA 09-155, PA 12-198, PA 14-176, PA 15-215 and PA 18-185)
 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans. (as amended by PA 18-185)
 10-220j Blood glucose self-testing by children. Guidelines. (as amended by PA 12-198)
 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)
 CT 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.

Legal Reference: Connecticut General Statutes (Continued)

20-94a Licensure as advanced practice registered nurse.

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

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

Policy adopted: Oct. 3, 1996
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Policy revised: Oct. 20, 2011
Policy revised: Dec. 13, 2012
Policy revised: Feb. 12, 2015
Policy revised: May 19, 2016
Policy revised: March 21, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Reporting of Child Abuse and Neglect**

The Board of Education recognizes that student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance and legal responsibility of mandated reporters in identifying students who may be suffering from abuse, neglect or placed in imminent danger of serious harm or sexually assaulted. 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, including the Superintendent of Schools, administrators, teachers, substitute teachers, guidance counselors, school counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers, and licensed behavior analysts 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. Mandated reporters are required to report if they suspect or believe that a child has been abused (CGS 17a-101), neglected or may be abused (CGS 17a-102) or that a child has been placed in imminent risk of serious harm or sexually assaulted by an employee, is required to report such abuse, neglect, or risk and/or sexual assault. The district shall not discharge or in any manner discriminate or retaliate against any mandated school employee who in good faith makes a report pursuant to CGS 17a-101 or involved in any proceedings pertaining to the alleged child abuse or neglect.

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused, neglected, or sexually assaulted a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the Superintendent and the State Department of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Reporting of Alleged Child Abuse Inflicted by Person Responsible for Child

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 or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations.

5141.4(b)**Students****Reporting of Child Abuse, Neglect and Sexual Assault****Reporting of Alleged Child Abuse Inflicted by Person Responsible for Child (Continued)**

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.

1. The report shall contain the names and addresses of the child and his/her parents, or other persons responsible for his/her care, if known, the child's age, the child's gender, the nature and extent of his/her injuries, maltreatment or neglect, together with any evidence of previous injury or maltreatment to the child or his/her siblings, and the name of the person suspected to have caused injury or maltreatment or neglect and any other information which the reporter believes might be helpful in establishing the cause of the injury or injuries and protecting the child, the approximate date and time the injury or injuries, maltreatment or neglect occurred, information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings, the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter, the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect, and whatever action, if any was taken, to treat, provide shelter or otherwise assist the child.

Reporting of Alleged Child Abuse Inflicted by School Employee

As the result of increased awareness of child abuse in our society, CGS 17a-101 requires mandated reporters to report child abuse, neglect, or a sexual assault by school employees.

1. In cases where the mandated reporter suspects or believes such injury has been inflicted by a school employee, he/she shall report that suspicion orally or in person to the Department of Children and Families as soon as possible, but no later than 12 hours, followed within 48 hours with a written report.
2. The Commissioner of Children and Families or his/her designee is required to notify the school employee and the head of a school, except when the person is the alleged perpetrator.
3. The Superintendent shall immediately notify the child's parents or other persons responsible for the child's care that a report has been made; and, notify the Police Department of the alleged abuse.

Students

Reporting of Child Abuse, Neglect and Sexual Assault

Reporting of Alleged Child Abuse Inflicted by School Employee (Continued)

4. The written report to the Commissioner of the Department of Children and Families or his/her representative, concerning a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, shall also be sent by the Superintendent to the Commissioner of Education or his/her representative.
5. The report shall contain the names and addresses of the child and his/her parents, or other persons responsible for his/her care, if known, age of child, the nature and extent of his/her injuries, maltreatment or neglect, together with any evidence of previous injury or maltreatment to the child or his/her siblings, and the name of the person suspected to have caused injury or maltreatment or neglect and any other information which the reporter believes might be helpful in establishing the cause of the injury or injuries and protecting the child, the approximate date and time the injury or injuries, maltreatment or neglect occurred, information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings, the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter, the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect, and whatever action, if any was taken, to treat, provide shelter or otherwise assist the child.
6. The Superintendent is obligated to immediately begin the investigation of the report with the Department of Children and Families. The Superintendent may request assistance from the local police or state police in the investigation.
7. If the Superintendent finds evidence of child abuse by a school employee, he/she must immediately notify the child's parent guardian, the local or state police, the Commissioner of Children and Families or his/her representative, and, in the case of an investigation of a certified school employee, the Commissioner of Education or his/her representative.
8. When an investigation produces such evidence, and the employee in question is in a position requiring a certificate, the Superintendent may suspend the certified employee with pay and without diminution or termination of benefits, provided he/she notifies the Board of Education of the reasons for the suspension within 72 hours thereafter.
9. The suspension remains in effect until the Board takes acts pursuant to CGS 10-151 Teacher Tenure Act.
10. The Superintendent must report suspected child abuse by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, to the Commissioner of Education or his/her representative. If the contract of employment of a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, is terminated as a result of an investigation which reveals that child abuse, neglect or sexual assault has occurred, the Superintendent shall notify the Commissioner of Education within 72 hours of such termination.

5141.4(d)**Students****Reporting of Child Abuse, Neglect and Sexual Assault****Indicators of Abuse/Neglect****Indicators of Physical Abuse**

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.

Immunity from Liability

Any person, institution or agency which in good faith makes a suspected abuse/neglect report shall be immune from any liability, civil or criminal, which might otherwise be incurred and shall have the same immunity with respect to any judicial proceeding which results from such report.

HISTORICAL

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

PHYSICAL

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

Students

Reporting of Child Abuse, Neglect and Sexual Assault Indicators of Abuse/Neglect

Indicators of Physical Abuse (continued)

BEHAVIORAL

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

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Indicators of Sexual Abuse

HISTORICAL

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

PHYSICAL

- Discomfort in walking, sitting
- Evidence of trauma or lesions in and around mouth
- Vaginal discharge/vaginitis
- Vaginal or rectal bleeding
- Bruises, swelling or lacerations around genitalia, inner thighs
- Dysuria
- Vulvitis
- Any other signs or symptoms of sexually transmitted disease
- Pregnancy

BEHAVIORAL

- Low self-esteem
- Change in eating patterns
- Unusual new fears

5141.4(f)**Students****Reporting of Child Abuse, Neglect and Sexual Assault
Indicators of Abuse/Neglect****Indicators of Physical Abuse (continued)**

Regressive behaviors

- Personality changes (hostile/aggressive or extreme compliance)
- Depression
- Decline in school achievement
- Social withdrawal; poor peer relationships
- Indicates sophisticated or unusual sexual knowledge for age
- Seductive behavior, promiscuity or prostitution
- Substance abuse
- Suicide ideation or attempt
- Runaway

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Indicators of Emotional Abuse

HISTORICAL

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

PHYSICAL

- (Frequently none)
- Failure to thrive
- Speech disorder
- Lag in physical development
- Signs/symptoms of physical abuse

BEHAVIORAL

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting siblings)
- Antisocial behaviors
- Emotional or cognitive developmental delay
- Extremes in behavior - overly aggressive/compliant
- Depression
- Suicide ideation/attempt

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Students

Reporting of Child Abuse, Neglect and Sexual Assault Indicators of Abuse/Neglect

Indicators of Physical Abuse (continued)

HISTORICAL

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

PHYSICAL

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

BEHAVIORAL

- Comes to school early, leaves late
- Frequent sleeping in class
- Begging for/stealing food
- Adult behavior/pseudomaturity (parenting siblings)
- Delinquent behaviors
- Drug/alcohol use/abuse

5141.4(h)**Students****Reporting of Child Abuse, Neglect and Sexual Assault****Emergency Health Care and Reasonable Inquiry**

When reasonable cause to suspect or believe that a child has been abused or neglected exists or when a child has a visible injury, school personnel may take reasonable inquiry of a child regarding such suspicion or visible injury.

School personnel, except for a school nurse or a School Medical Advisor, may not remove or insist that a child remove clothing to confirm suspected cause or neglect, except in those circumstances where immediate action is required or in the case of apparent need for emergency medical treatment. A School Medical Advisor or school nurse may request that a child remove clothing when the following condition exists:

1. A child has identified a particular injury, the extent of which can only be determined by removing the child's clothing, and
2. The examination is necessary to determine whether medical attention is required and not merely to confirm suspected abuse, and
3. The request is made in such a manner that the child clearly understands that compliance with the request is optional and that no adverse consequences will result from a refusal to comply.

Investigation of Reports of Suspected Child Abuse/Neglect in the School Setting

School personnel who believe that an interview in the school setting may be necessary in order to protect the child, must notify DCF as early in the day as possible to provide both DCF and the education agency ample time to coordinate activities and actions as may be appropriate. Upon receipt of such notice, DCF will advise school personnel whether the child must be interviewed in the school.

If school personnel decide to retain the child after the scheduled school day in order to ensure that DCF or local or state police be involved, school personnel must attempt to notify the parents of the child.

DCF shall be solely responsible for notifying the parent of the interview, if such notification has not already taken place. DCF shall also be responsible for notifying the parent of any activities or actions taken by DCF following the interview.

Students

Reporting of Child Abuse, Neglect and Sexual Assault

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 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.

Establishment of the Confidential Rapid Response Team

Not later than January 1, 2016, the Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

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)

10-221s Investigations of child abuse and neglect. Disciplinary action (as amended by PA 16-188)

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, PA 11-93 and PA 15-205)

5141.4(j)**Students****Reporting of Child Abuse, Neglect and Sexual Assault**

Legal Reference: Connecticut General Statutes (Continued)

17a-101a Report of abuse or neglect by mandated reporters. (as amended by PA 02-106, PA 11-93, and PA 15-205)

17a-102 Report of danger of abuse, as amended by Public Act 02-106 and 02-138.

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

PA 96-246 An Act Concerning the Reporting, Investigation and Prosecution of Child Abuse and the Termination of Parental Rights.

10-151 Teacher Tenure Act.

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

P.A. 15-205 An Act Protecting School Children.

P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.

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CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Youth Suicide Prevention/Youth Suicide Attempt**

The Cheshire Board of Education recognizes that suicide is a serious and complex issue and that, while the school may recognize potentially suicidal youth, it cannot make clinical assessments of risk and provide in-depth counseling, but must refer the youth to appropriate personnel for assessment and counseling.

Any school employee who may have knowledge of a suicide threat must take the proper steps as outlined in The Cheshire Department of Education's **Crisis Intervention Procedures and Suicide Prevention Program** to report this information to the building principal or designee who will in turn, notify the appropriate school officials, the student's family, and appropriate resource services.

School employees are responsible for having a copy of the procedures accessible. The Building administrator is responsible for ensuring that each employee has a copy of all procedures.

Legal Reference: Connecticut General Statutes

PA 89-168 - Child Abuse and the Prevention of Youth Suicide

10-221(e) Boards of education to prescribe rules

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5141.7(a)
Policy**Students****Student Sports - Concussions**

The Cheshire Board of Education recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or deaths are significant when a concussion or head injury is not properly evaluated and managed.

Commencing July 1, 2010, and each school year thereafter, any coach of intramural or interscholastic athletics employed by the District shall complete an initial training course, approved by the State Board of Education, regarding concussions which are a type of brain injury prior to commencing the coaching assignment for the season. Such training course shall include, but not be limited to (1) the recognition of the signs and symptoms of a concussion; (2) the means of obtaining proper medical treatment for a person suspected of having a concussion; (3) the nature and risk of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion; and (4) the proper method of allowing a student athlete who has sustained a concussion to return to athletic activity.

Each school year any coach who has completed the initial training course regarding concussions shall annually review current and relevant information, developed or approved by the State Board of Education, regarding concussions prior to the start of the coaching assignment. This annual review is not required in any year the coach is required to complete a refresher course. Beginning July 1, 2015, and each school year thereafter, a coach must complete an approved refresher course not later than five years after the initial training course in order to maintain his/her coaching permit and to coach in the District.

The District will also utilize protocols developed by the State Board of Education in consultation with the Commissioner of Public Health, the Connecticut Interscholastic Athletic Association (CIAC), and appropriate organizations representing licensed athletic trainers and county medical associations to inform and educate coaches, youth athletes and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to engage in athletic activity after a concussion, of the proper method of allowing a student athlete who has sustained a concussion to return to athletic activity.

Annually the District will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. This acknowledgement form must be returned and be on file with the District in order for the student to be allowed to practice or compete in the sports activity.

All coaches will complete training pertaining to the District's procedures.

Students

Student Sports – Concussions (Continued)

The required refresher course regarding concussions shall include, but not be limited to, an overview of key recognition and safety practices, an update of medical developments, current best practices in the field of concussion research, and prevention and treatment. Said refresher course shall also contain an update on new relevant federal, state and local laws and regulations, and for football coaches, current best practices regarding coaching the sport of football, including, but not limited to, frequency of games and full contact practices and scrimmages as identified by the governing authority for intramural and interscholastic athletics (CIAC).

The District, after January 1, 2015, shall implement the "Concussion Education Plan and Guidelines for Connecticut Schools," developed by the State Board of Education per the stipulations of P.A. 14-66. Written materials, online training or videos, or in person training shall address, at a minimum, the recognition of signs or symptoms of concussion, means of obtaining proper medical treatment for a person suspected of sustaining a concussion, the nature and risks of concussions, including the danger of continuing to engage in athletic activity after sustaining a concussion, proper procedures for return to athletic activity and current best practices in the prevention and treatment of a concussion.

The Board recognizes that commencing July 1, 2015, the CIAC prohibits student athletes from participation in any intramural or interscholastic activity unless the student athlete and his/her parent/guardian completes the concussion education plan of the State Board of Education and its contributing organizations to such plan. Prior to participating in any intramural or interscholastic athletic activity students must (1) read written materials, (2) view online training videos, or (3) attend in-person training regarding the District's concussion education plan provided by the Board of Education.

Prior to participating in any intramural or interscholastic athletic activity for the school year beginning July 1, 2015 and thereafter, a parent/guardian of each student athlete must (1) read written materials, (2) view online training videos, or (3) attend in-person training regarding the District's concussion education plan.

Note: CIAC recommends that, whenever possible, in-person training is utilized at the required pre-season meeting for parents/guardians and athletes. Schools may use any or all of the delivery methods mentioned above to develop a plan that best fits the district's demographics.

The District, commencing July 1, 2015, will utilize the consent form developed or approved by the State Board of Education with parent/guardians of student athletes in intramural or interscholastic activities regarding concussions. This form shall provide a summary of the concussion education plan developed or approved by the State Board of Education and a summary of the Board's policy regarding concussions. The consent form shall be returned to the

5141.7(c)**Students****Student Sports – Concussions (Continued)**

appropriate school authorities, signed by the parent/guardian, attesting to the receipt of such form and authorizing the student athlete to participate in the athletic activity.

Further, in compliance with applicable state statutes, the coach of any intramural or interscholastic athletics shall immediately remove any student athlete participating in intramural or interscholastic athletics who (1) is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body during a practice, game or competition, (2) is diagnosed with a concussion, or (3) is otherwise suspected of having sustained a concussion because such student athlete is observed to exhibit signs, symptoms or behaviors consistent with a concussion regardless of when such concussion or head injury may have occurred. Upon such removal, the coach or other qualified school employee defined in Connecticut General Statutes [10-212a](#), shall notify the student athlete's parent/guardian that the student athlete has exhibited such signs, symptoms, or behaviors consistent with a concussion or has been diagnosed with a concussion. Such notification shall be provided not later than twenty-four hours after such removal. However, a reasonable effort shall be made to provide such notification immediately after such removal.

The coach shall not permit such student athlete to participate in any supervised athletic activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised athletic activities involving physical exertion from a licensed health care professional* trained in the evaluation and management of concussions.

Following medical clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised athletic activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions and such student athlete (1) no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion, and (2) receives written clearance to participate in such full, unrestricted supervised athletic activities from a licensed health care professional trained in the evaluation and management of concussions.

*"licensed health care professional" means a physician licensed pursuant to Chapter 370 of the General Statutes, a physician assistant licensed pursuant to Chapter 370 of the General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the General Statutes or an athletic trainer licensed pursuant to Chapter 375a of the General Statutes.

The Board, as required, for the school year beginning July 1, 2014 and annually thereafter, will collect and report to the State Board of Education all occurrences of concussion. The report shall contain, if known, the nature and extent of the concussion and the circumstances in which it was sustained.

Students**Student Sports – Concussions (Continued)**

The Board believes that at the forefront of concussion management is the implementation of baseline testing, through the implementation of the ImPACT (Immediate Post-concussion Assessment and Cognitive Testing) Program.* Subject to the availability of financial resources, District athletes will receive "baseline" testing prior to the start of the sports season and should be done for individual athletes at least every other year.

*ImPACT is a 20 minute computerized concussion evaluation system that has been scientifically validated and has become a standard tool used in comprehensive clinical management of concussions for athletes of all ages. Information is available at <http://www.impacttest.com/>. This computerized neurocognitive testing program is available online.

Legal Reference: Connecticut General Statutes

PA 10-62 An Act Concerning Student Athletes and Concussions

P.A. 14-66 An Act Concerning Youth Athletics and Concussions

"Concussion Education Plan and Guidelines for Connecticut Schools" adopted by the State Board of Education, January 7, 2015.

Policy adopted: May 16, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Safety: Student Dismissal Precautions****Early Dismissal**

Each school is responsible for the safety of students during the school day. No child shall leave the school grounds at any time other than general dismissal except with written permission from a parent or guardian and the building principal's authorization. Elementary pupils shall not be released except in the care of a person who is known to be such child's parent, guardian, or authorized person.

Children shall not be released to persons who are known by the school to pose a threat to the welfare or safety of such child. Each parent is responsible for notifying the school in writing of persons to whom the child may be released and those who pose a threat to the child. Unless the school is legally required otherwise, it will release students to either parent without consideration of parental estrangement, separation or divorce.

Requests for Early Dismissal

Requests for early dismissal must be in writing and signed by a parent or legal guardian. Such requests shall be subject to the approval of the building principal or other designated official.

Students**Discipline**

The public school 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 inconsistent with these purposes, the public interest and individual rights of school personnel and students will be dealt with through administrative and/or legal channels. In no case will a student be denied the procedural due process guaranteed by the Fourteenth Amendment.

In addition, the school district and the Board of Education will comply with all state and federal laws concerning the discipline of students requiring special education and related services.

Good behavior is expected from all students. In cases of conduct endangering persons or property or seriously disrupting the educational process or violating a policy of the Board of Education, students will be liable for suspension or expulsion from school.

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

Legal Reference: Connecticut General Statutes
 4-177 through 4-180. Contested Cases. Notice. Record.
 10-233a through 10-233f. Suspension, removal and expulsion of students.
 21a-240(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: October 3, 1996
 Policy revised: June 28, 2006
 Policy revised: June 28, 2006

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

5144.1(a)
Policy**Students****Use of Physical Force****Physical Restraint/Seclusion**

The Cheshire Board of Education believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

Definitions

Life-threatening physical restraint means any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means, or immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

Psychopharmacologic agent means any medication that affects the central nervous system, influencing thinking, emotion or behavior.

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; or helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury.

School employee means a teacher, substitute teacher, school administrator, Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by the Board of Education or working in a public elementary, middle or high school; or any other individual who, in the performance of his/her duties has regular contact with students and who provides services to or on behalf of students enrolled in the district's schools, pursuant to a contract with the board of education.

Seclusion means the involuntary confinement of a student in a room, with or without staff supervision, in a manner that prevents the student from leaving.

Students**Use of Physical Force****Physical Restraint/Seclusion****Definitions** (continued)

Student means a child (A) enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional Board of Education, (B) receiving special education and related services in an institution or facility operating under contract with a local or regional Board of Education, (C) enrolled in a program or school administered by a regional education service center, or (D) receiving special education and related services from an approved private special education program, but shall not include any child receiving educational services from Unified School District #2 or the Department of Mental Health and Addiction Services.

Conditions Pertaining to the Use of Physical Restraint and/or Seclusion

- A. School employees shall not use a life-threatening physical restraint on a student.
- B. If any instance of physical restraint or seclusion of a student exceeds fifteen minutes an administrator or his/her designee, or a school health or mental health personnel, or a board certified behavioral analyst, who has received training in the use of physical restraint and seclusion shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.
- C. No student shall be placed in seclusion unless:
 - a. The use of seclusion is as an emergency intervention to prevent immediate or imminent injury to the student or to others, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.
 - b. Such student is continually monitored by a school employee during the period of such student's seclusion. Any student voluntarily or involuntarily placed in seclusion or restraint shall be regularly evaluated by a school employee for indications of physical distress. The school employee conducting the evaluation shall enter each evaluation in the student's educational record. Monitor shall mean by direct observation or by observation using video monitoring within physical proximity sufficient to provide aid as may be required.
 - c. The area in which such student is secluded is equipped with a window or other fixture allowing the student a clear line of sight beyond the area of seclusion.

5144.1(c)**Students****Use of Physical Force****Physical Restraint/Seclusion****Conditions Pertaining to the Use of Physical Restraint and/or Seclusion (continued)**

- D. School employees may not use a psychopharmacologic agent on a student without that student's consent except (1) as an emergency intervention to prevent immediate or imminent injury to the student or to others, or (2) as an integral part of the student's established medical or behavioral support or educational plan, as developed consistent with Section 17a-543 of the Connecticut General Statutes or, if no such plan has been developed, as part of a licensed practitioner's initial orders. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.
- E. In the event that physical restraint or seclusion is used on a student four or more times within twenty school days:
- a. An Administrator, one or more of such student's teachers, the parent/guardian of such student and, if any, a mental health professional shall convene for the purpose of:
 - i. Conducting or revising a behavioral assessment of the student;
 - ii. Creating or revising any applicable behavioral intervention plan; and
 - iii. Determining whether such student may require special education.
 - b. If such student is a child requiring special education or is a child being evaluated for eligibility for special education and awaiting a determination, such student's planning and placement team shall convene for the purpose of (1) conducting or revising a behavioral assessment of the student, and (2) creating or revising any applicable behavioral intervention plan, including, but not limited to, such student's individualized education plan.
- F. The parent/guardian of a student who is placed in physical restraint or seclusion shall be notified not later than twenty-four hours after the student is placed in physical restraint or seclusion. A reasonable effort shall be made to provide such notification immediately after such physical restraint or seclusion is initiated.
- G. School employees shall not use a physical restraint on a student or place a student in seclusion unless he/she has received training on the proper means for performing such physical restraint or seclusion.
- H. Beginning July 1, 2016, the Board of Education, and each institution or facility operating under contract with the Board to provide special education for children, including any approved private special education program, shall:

Students**Use of Physical Force****Physical Restraint/Seclusion****Conditions Pertaining to the Use of Physical Restraint and/or Seclusion** (continued)

- a. Record each instance of the use of physical restraint or seclusion on a student;
 - b. Specify whether the use of seclusion was in accordance with an individualized education program;
 - c. Specify the nature of the emergency that necessitated the use of such physical restraint or seclusion; and
 - d. Include such information in an annual compilation on its use of such restraint and seclusion on students.
- I. The Board and institutions or facilities operating under contract with the Board to provide special education for children, including any approved private special education program shall provide such annual compilation to the Department of Education in order to examine incidents of physical restraint and seclusion in schools.
- J. Any use of physical restraint or seclusion on a student shall be documented in the student's educational record. The documentation shall include:
- a. The nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise; and
 - b. A detailed description of the nature of the restraint or seclusion, the duration of such restraint or seclusion and the effect of such restraint or seclusion on the student's established educational plan.
- K. Any incident of the use of restraint or seclusion that results in physical injury to a student shall be reported to the State Board of Education.

Required Training and Prevention Training Plan

Training shall be provided by the Board to the members of the crisis intervention team for each school in the district. The Board may provide such training to any teacher, administrator, school professional or other school employee, designated by the school principal, and who has direct contact with students regarding physical restraint and seclusion of students. Such training shall be provided during the school year and shall include, but not be limited to:

5144.1(e)**Students****Use of Physical Force****Physical Restraint/Seclusion**

1. An overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students. (Such overview is to be provided by the Department of Education or after July 1, 2015, and annually thereafter, in a manner and form as prescribed by the Commissioner of Education.)
2. The creation of a plan by which the Board will provide school professionals, paraprofessional staff members and administrators with training and professional development regarding the prevention of incidents requiring physical restraint or seclusion of students.
3. The Board will create a plan, to be implemented not later than July 1, 2018, requiring training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:
 - a. Various types of physical restraint and seclusion;
 - b. The differences between life-threatening physical restraint and other varying levels of physical restraint;
 - c. The differences between permissible physical restraint and pain compliance techniques; and
 - d. Monitoring methods to prevent harm to a student who is physically restrained or in seclusion, including training in the proper means of physically restraining or secluding a student.

Crisis Intervention Teams

Each school year, the Board requires each school in the District to identify a crisis intervention team. Such team shall consist of any teacher, administrator, school professional or other school employee designated by the school principal and who has direct contact with student and trained in the use of physical restraint and seclusion.

Such teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or to others.

Each member of the crisis intervention team shall be recertified in the use of physical restraint and seclusion on an annual basis. The Board shall maintain a list of the members of the crisis intervention team for each school.

Students**Use of Physical Force****Physical Restraint/Seclusion**

The Board establishes this portion of this policy regarding the use of an exclusionary time out, as defined in this policy. This policy regarding exclusionary time outs includes, but need not be limited to, the following requirements:

1. exclusionary time outs are not to be used as a form of discipline;
2. at least one school employee remain with the student, or be immediately available to the student such that the student and school employee are able to communicate verbally, throughout the exclusionary time out;
3. the space used for an exclusionary time out is clean, safe, sanitary and appropriate for the purpose of calming such student or deescalating such student's behavior;
4. the exclusionary time out period terminate as soon as possible; and
5. if such student is a child requiring special education, as defined in C.G.S. 10-76a, or a child being evaluated for special education, pursuant to C.G.S. 10-76d, and awaiting a determination, and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's planning and placement team shall convene as soon as is practicable to determine alternative interventions or strategies.

Dissemination of Policy

This policy and its procedures shall be made available on the District's website and in the Board's procedural manual. The policy shall be updated not later than sixty (60) days after the adoption or revision of regulations promulgated by the State Board of Education.

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special education programs and services.
 46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

5144.1 (g)**Students****Use of Physical Force****Physical Restraint/Seclusion**

Legal Reference: Connecticut General Statutes (Continued)

53a-18 Use of reasonable physical force or deadly physical force generally.

53a-19 Use of physical force in defense of person.

53a-20 Use of physical force in defense of premises.

53a-21 Use of physical force in defense of property.

PA 07-147 An Act Concerning Restraints and Seclusion in Public Schools.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy Adopted: June 28, 2006
Policy Revised: October 16, 2008
Policy Revised: August 10, 2016
Policy Revised: May 3, 2018
Policy Revised: July 2, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students

Use of Exclusionary Time-Out Settings

The Cheshire Board of Education (Board) recognizes that the use of exclusionary time out may be an effective method of behavior intervention for some students. A time out setting used for an exclusionary time out is an area for a student to safely deescalate, regain control, and prepare to meet expectations to return to his/her educational program. The timeout setting offers a quiet place to be used when students are overwhelmed, experiencing over-stimulation or are out of control.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

Definitions

Exclusionary time out means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

Types of Time Out

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming. The focus of this policy is exclusionary time-out.

There are two kinds of time-out:

- **Inclusionary** – when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary timeout functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- **Exclusionary** – when a student is separated from the rest of the class through complete visual separation or actual physical separation.

Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:

5144.2(b)**Students****Use of Exclusionary Time Out Settings (continued)****Use of Exclusionary Time Out Setting/Space**

- If a time-out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.
- The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.
- Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.
- Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term “seclusion” is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously observed and supervised.
- The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.

Factors which may precipitate the use of the time out setting/space:

- a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
- b. Behavior that is severely disruptive
- c. Dangerous behavior that presents a risk of injury or harm to that student or to others
- d. Behavior that is dangerous or presents a risk of significant property damage.

Students

Use of Exclusionary Time Out Settings (continued)

Time limitations for the use of the time out setting/space:

A student should remain in the designated timeout setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes.

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of collaborating on next steps such as taking the student to be seen for an evaluation or home for the remainder of that school day if deemed appropriate.

If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the timeout setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy 5144.1 Physical Restraint and/or Seclusion.

5144.2(d)**Students****Use of Exclusionary Time Out Settings (continued)**

If such student is a child requiring special education or a child being evaluated for special education, pursuant to section 10-76d, and awaiting a determination, and the interventions and strategies are unsuccessful in addressing such students' problematic behaviors, such students' planning and placement team shall convene to determine alternate interventions and strategies.

Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:

The Director of Pupil Personnel Services shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.

Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

- a. Receive full training in the policy and procedures for the use of a time out setting.
- b. Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

- a. A record for each student showing the date and time of each use of the time out setting;
- b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
- c. The amount of time that the student was in the time out setting; and
- d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.

Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, whenever a time out setting is used as an emergency intervention the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

Physical Space Used as a Time Out Setting/Space

The physical space used as a time out setting must meet certain standards:

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or de-escalating the student's behavior.
- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.
- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

5144.2(e)**Students****Use of Exclusionary Time Out Settings (continued)**

Legal Reference: Connecticut General Statutes
 10-76b State supervision of special education programs and services.
 10-76d Duties and powers of boards of education to provide special education programs and services.
 10-236b Physical restraint and seclusion of students by school employees. (as amended by PA 17-220 and PA 18-51)
 46a-150 Definitions. (as amended by PA 07-147 and PA 15-141)
 46a-152 Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.
 46a-153 Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)
 53a-18 Use of reasonable physical force or deadly physical force generally.
 53a-19 Use of physical force in defense of person
 53a-20 Use of physical force in defense of premises.
 53a-21 Use of physical force in defense of property.
 PA 15-141 An Act Concerning Seclusion and Restraint in Schools.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.
 State Board of Education Regulations Sections 10-76b-5 through 10-76b-11.

Policy adopted: July 2, 2019

CHESHIRE PUBLIC SCHOOLS
 CHESHIRE, CONNECTICUT

**Sample Designated Time-Out Setting
Data Collection Form**

| |
|---|
| Name of Student: |
| Date of designated time-out room use: |
| Time of designated time-out room use: |
| Duration of designated time-out room use: |
| Name of professional staff supervising student while in designated time-out room: |

| |
|--|
| Describe: |
| a) Antecedent events leading up to use of designated time-out room |
| b) Behavior that resulted in use of designated time-out room |
| c) Behavior observed in the designated time-out room |

5144.2
Form
(continued)

If used, describe the physical assistance required:

On this occasion, was the student able to self-regulate and/or control behavior in order to return to the classroom or were further interventions required? Specify.

NOTE: *This data must be placed in the student's confidential record.*

Students**Police in Schools**

Schools are responsible for students during school hours which includes protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school principal, or his/her designee, will be present.
3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, Police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed.

(cf. 1411 Law Enforcement Agencies)

5145.12

Policy

Students**Search and Seizure****Desks and School Lockers**

Desks and school lockers are property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's property under the following conditions:

1. There is reason to believe that the student's desk or locker, personal property or their person contains contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student has been informed in advance that school Board policy allows inspections if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Student Search

A student may be searched by a school administrator if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Any search done by a school administrator must be done in the presence of another staff member.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

New Jersey v. T.L.O., 469 U.S. 325; 105 S.Ct.733.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students

Harassment

Harassment will not be tolerated in this district. This policy applies to all students, staff members, board members, parents, vendors, other employees and other visitors – who are on district grounds or property within the jurisdiction of the district, on buses operated by or for the district, while attending or engaged in district activities and while away from district grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Employees, students and others are expected to adhere to a standard of conduct that is respectful and courteous to all. The principal of freedom of expression that might otherwise protect the most offensive public speech does not protect or encompass a right to threaten the dignity and privacy of an individual. Such personally directed behavior will not be tolerated. It is contrary to academic values and undermines the district's fundamental commitment to individual freedom and respect for all its members. Furthermore, acts of intolerance may destroy the very atmosphere in which freedom of expression is otherwise tolerated and cherished.

Harassment may address, for example, race, religion, sex, national origin, physical attributes or disability, scholastic aptitude, parental or marital status, sexual orientation, gender identity or expression or age. Harassment means conduct of an verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- Exposure to such conduct is made either explicitly or implicitly as a term or condition of an individual's education, employment or participation in district programs or activities;
- Exposure to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual;
- Such conduct has the purpose or effect of interfering with an individual's performance or creating an intimidating or hostile learning or working environment.

Harassment as set forth above may include, but is not limited to:

- Oral, physical or written intimidation or abuse;
- Repeated remarks of a demeaning or condescending nature;
- Demeaning jokes, stories or activities directed at the individual

Should harassment be alleged, it is the policy of this Board that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the alleged harassment and that the problem/concern shall be appropriately addressed.

Policy Adopted: February 15, 2001
Policy Revised October 20, 2011

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5145.4(a)
Regulation**Students****Harassment**

If an individual believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional or highly inappropriate.

If the offensive behavior is repeated following a request to the harasser that it cease, the student, staff member, board member, parent, vendor, other employee or other visitor shall have the option of pursuing either an informal complaint procedure designed to educate the harasser and to eliminate the problem or a formal complaint procedure that is defined below.

The student, staff member, board member, parent, vendor, other employee or other visitor who makes an informal oral complaint of harassment to his or her supervisor, site administrator, counselor, teacher or the Assistant Superintendent for Management Services will be provided a copy of these regulations and will be offered the option to pursue the formal procedure should the informal investigation and intervention, if required, prove unsuccessful in eliminating the objectionable behavior. ***However, it is not necessary for the person being harassed to wait until the offensive behavior is repeated before filing a complaint. Offensive behavior of an egregious nature would warrant that an immediate and formal complaint be filed.***

If, following requests to cease objectionable, harassing behavior, said behavior continues and if the informal procedure has also proven unsatisfactory, or unacceptable, the student or employee may pursue to formal complaint procedure which involves submitting a written complaint to his or her supervisor, site administrator, counselor, teacher or the Assistant Superintendent for Management Services. The complaint should list the name of the complainant, the date of the complaint, the date of the alleged harassment, the name(s) of the harasser(s), where such harassment occurred and a detailed statement of the circumstances constituting the alleged harassment.

If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed. (See Policy 5141.4, Reporting of Child Abuse and Neglect).

All formal complaints and informal complaints involving staff are to be forwarded immediately to the Assistant Superintendent for Management Services unless that individual is the subject of the complaint, in which case the complain should be forwarded directly to the Superintendent.

Students**Harassment** (continued)

Upon receiving a formal complaint, the building level administrator in concert with the Assistant Superintendent for Management Services, will, as soon as possible, commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged harasser, any witnesses to the conduct and victims of similar conduct that the investigator reasonably believes may exist.

The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter and shall provide copies to the complainant, the alleged harasser and, as appropriate, to all others directly concerned.

If the complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Superintendent shall respond to the complainant, in writing, as soon as possible.

If, after a thorough investigation, there is reasonable cause to believe that harassment has occurred, the district shall take all reasonable actions to ensure that harassment ceases and will not recur. Actions taken in response to situations of harassment may include suspension, expulsion, disciplinary action, reprimand, reassignment, transfer, or discharge from employment.

The harasser and any other involved individuals, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate shall be taken.

This policy will be reproduced in all student and employee handbooks, and all employees and supervisors shall be provided copies of the Board of Education policy concerning harassment.

5145.41(a)

Policy

Students**Nondiscrimination****Americans with Disabilities Act**

The Board of Education recognizes its responsibility to comply with the letter and spirit of federal and state statutes regarding people with disabilities, including the Americans with Disabilities Act, as amended. Discrimination against individuals with a physical or mental impairment is prohibited even if the impairment doesn't substantially limit a major life activity. It is the policy of the Board of Education to provide a free and appropriate education for students with disabilities, regardless of the nature or severity of the student's disability; including those who are in need of special education and related services.

Definitions

Disability: An individual is disabled if he/she (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such impairment; and (3) is regarded as having such impairment. An impairment that is episodic or in remission is considered a disability if it would substantially limit a major life activity when active.

Major Life Activity: A major life activity includes, but is not limited to, basic tasks such as caring for oneself, performing manual tasks, seeing, hearing, thinking, walking, eating, sleeping, reading, standing, lifting, bending, speaking, breathing, learning, concentrating, communicating, and working. The operation of a major bodily function is to be considered a major life activity. This includes functions of the immune system, normal cell growth, digestive, brain, respiratory, bowel, bladder, neurological, circulatory, endocrine, and reproductive functions.

Substantially Limits: A person is considered an individual with a disability when one or more of the individual's important life functions are restricted as to the conditions, manner, or duration under which they can be performed in comparison to most people. Ameliorative effects of mitigating measures will not be considered in the classification of a person with a disability. Mitigating measures include medication, prosthetics, hearing aids, oxygen therapy equipment, assistive technology, reasonable accommodations, mobility devices, and low-vision devices which magnify, enhance, or augment a visual image. Ordinary eyeglasses and contact lenses are exempt.

Being Regarded as Having Such Impairment: This means if the individual establishes that he/she has been subject for an action prohibited under the ADA, as amended, because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity. This does not apply to conditions that are "transitory and minor," having a duration of less than six months.

Students**Nondiscrimination** (continued)**Americans with Disabilities Act**

The District shall not coerce, intimidate, threaten, retaliate against or interfere with any person who attempts to assert a right protected by the above law and will cooperate with investigating and enforcement proceedings under the ADA as well as Section 504, Title IX and Title VI.

The District shall designate at least one employee to coordinate its efforts to comply with the ADA, in addition to Title IX and Section 504. All students and staff shall be notified annually of the name, address, and telephone number of the designated individual. (or: The District's Compliance Officer in this policy is also the District's Section 504 and Title IX Compliance Officer.)

The Board directs the Superintendent to develop administrative regulations in order to implement appropriate ADA provisions for students, employees and others who may be affected by this Act. The District shall adopt and publish grievance procedures for prompt and equitable resolution of student/employee complaints alleging discrimination under these statutes.

Legal Reference: Connecticut General Statutes

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).

American Disability Act of 1989 (42 U.S.C. Ch 126 §12112), as amended by ADA Amendments Act of 2008

Chalk v. The United States District Court of Central California.

Policy Adopted: May 21, 2009

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5145.41(a)
Regulation

Students

Nondiscrimination

Grievance Procedures Under Americans with Disabilities Act

Employees

“Complaint” shall mean a claim based upon an event or condition which affects the education of a qualified employee with a disability, as defined by the Americans with Disabilities Act.

The aggrieved employee shall present the complaint in writing directly to his or her supervisor within 15 school days of the employee’s knowledge of the event or condition affecting the employee. The employee should discuss the issue in an effort to resolve the problem informally within three school days from presentation of the complaint. The Principal shall present a response to the employee within 30 school days from the receipt of the complaint. Such response to the problem shall be in writing and be presented to the employee. If no response is given the employee within 30 days referred to above, or if the response is unsatisfactory to the employee, the complaint will become a grievance.

Within 5 school days from receipt of the Principal’s written response, the aggrieved employee must submit the complaint and response to the appropriate ADA Coordinator as listed below, as a formal grievant packet.

| | |
|--------------------------|--|
| Employment | Director of Educational Services |
| Facilities Accessibility | Assistant Superintendent for Management Services |
| Program Accessibility | Director of Pupil Personnel Services |

Any grievance packet forwarded to the incorrect Coordinator will be forwarded to the appropriate Coordinator by the individual receiving the packet, the Coordinator shall note the date of receipt of the grievance packet and begin investigation of the grievance and preparation of a written decision. The Coordinator may review any written materials or records and may interview any person who the Coordinator feels may be helpful in resolving the grievance.

The Coordinator must return the grievance packet along with the Coordinator’s written decision to the aggrieved employee within 30 working days after receipt of the grievance statement. If due to circumstances beyond the power and control of the employer and the Coordinator shall immediately notify the employee of the same and shall have an additional 30 working days to complete the written response, or notify the employee that a decision cannot be reached.

If the aggrieved employee is not satisfied with the decision of the Coordinator or is notified that no decision could be reached, the aggrieved employee may appeal with 10 working days of receipt of the decision by referring the grievance packet to the Superintendent of Schools.

Students**Nondiscrimination** (continued)**Grievance Procedures Under Americans with Disabilities Act**

The Superintendent of Schools may review written materials or records and may interview any person which he or she feels may be helpful in resolving the grievance. The Superintendent of Schools must return the grievance packet along with his or her written decision to the aggrieved employee within 20 working days after receipt of the grievance statement.

If the aggrieved employee is not satisfied with the decision of the Superintendent of Schools, the employee may appeal the 10 working days of receipt of the decision by referring the grievance packet to the Board of Education, who shall refer it to the appropriate Board of Education committee. The committee shall conduct a hearing on behalf of the aggrieved employee within 20 working days after receipt of the appeal. The Committee Chair shall notify the aggrieved employee in writing of the Board's decision, which shall be final.

General Public

"Complaint" shall mean a claim based upon an event or condition which affects the education of a qualified member of the public with a disability, as defined by the Americans with Disabilities Act.

The aggrieved individual shall present the complaint in writing directly to the Building Principal within 15 school days of the individual's knowledge of the event or condition affecting him/her. The individual should discuss the issue in an effort to resolve the problem informally within three school days from presentation of the complaint. The Principal shall present a response to the individual within 30 school days from the receipt of the complaint. Such response to the problem shall be in writing and be presented to the individual. If no response is given the individual within 30 days referred to above, or if the response is unsatisfactory to the individual, the complaint will become a grievance.

Within 5 school days from receipt of the Principal's written response, the aggrieved employee must submit the complaint and response to the appropriate ADA Coordinator as listed below, as a formal grievant packet.

| | |
|--------------------------|--|
| Employment | Director of Educational Services |
| Facilities Accessibility | Assistant Superintendent for Management Services |
| Program Accessibility | Director of Pupil Personnel Services |

Any grievance packet forwarded to the incorrect Coordinator will be forwarded to the appropriate Coordinator by the individual receiving the packet, the Coordinator shall note the date of receipt of the grievance packet and begin investigation of the grievance and preparation of a written decision. The Coordinator may review any written materials or records and may interview any person who the Coordinator feels may be helpful in resolving the grievance.

5145.41(c)**Students****Nondiscrimination** (continued)**Grievance Procedures Under Americans with Disabilities Act**

The Coordinator must return the grievance packet along with the Coordinator's written decision to the aggrieved individual within 30 working days after receipt of the grievance statement. If due to circumstances beyond the power and control of the employer and the Coordinator shall immediately notify the employee of the same and shall have an additional 30 working days to complete the written response, or notify the individual that a decision cannot be reached.

If the aggrieved individual is not satisfied with the decision of the Coordinator or is notified that no decision could be reached, the aggrieved individual may appeal with 10 working days of receipt of the decision by referring the grievance packet to the Superintendent of Schools.

The Superintendent of Schools may review written materials or records and may interview any person which he or she feels may be helpful in resolving the grievance. The Superintendent of Schools must return the grievance packet along with his or her written decision to the aggrieved individual within 20 working days after receipt of the grievance statement.

If the aggrieved individual is not satisfied with the decision of the Superintendent of Schools, the employee may appeal the 10 working days of receipt of the decision by referring the grievance packet to the Board of Education, who shall refer it to the appropriate Board of Education committee. The committee shall conduct a hearing on behalf of the aggrieved individual within 20 working days after receipt of the appeal. The Committee Chair shall notify the aggrieved individual in writing of the Board's decision, which shall be final.

Students

"Complaint" shall mean a claim based upon an event or condition which affects the education of a qualified student with a disability, as defined by the Americans with Disabilities Act.

The aggrieved student shall present the complaint in writing directly to the building Principal within 15 school days of the student/parent/guardian knowledge of the event or condition affecting him/her. The student/parent/guardian should discuss the issue in an effort to resolve the problem informally within three school days from presentation of the complaint. The Principal shall present a response to the student/parent/guardian within 30 school days from the receipt of the complaint. Such response to the problem shall be in writing and be presented to the student/parent/guardian. If no response is given the individual within 30 days referred to above, or if the response is unsatisfactory to the student, the complaint will become a grievance.

Students**Nondiscrimination** (continued)**Grievance Procedures Under Americans with Disabilities Act**

Within 5 school days from receipt of the Principal's written response, the aggrieved student/parent/guardian must submit the complaint and response to the appropriate ADA Coordinator as listed below, as a formal grievant packet.

| | |
|--------------------------|--|
| Employment | Director of Educational Services |
| Facilities Accessibility | Assistant Superintendent for Management Services |
| Program Accessibility | Director of Pupil Personnel Services |

Any grievance packet forwarded to the incorrect Coordinator will be forwarded to the appropriate Coordinator by the individual receiving the packet, the Coordinator shall note the date of receipt of the grievance packet and begin investigation of the grievance and preparation of a written decision. The Coordinator may review any written materials or records and may interview any person who the Coordinator feels may be helpful in resolving the grievance.

The Coordinator must return the grievance packet along with the Coordinator's written decision to the aggrieved student/parent/guardian within 30 working days after receipt of the grievance statement. If due to circumstances beyond the power and control of the employer and the Coordinator shall immediately notify the student/parent/guardian of the same and shall have a additional 30 working days to complete the written response, or notify the student/parent/guardian that a decision cannot be reached.

If the aggrieved student/parent/guardian is not satisfied with the decision of the Coordinator or is notified that no decision could be reached, the aggrieved student/parent/guardian may appeal with 10 working days of receipt of the decision by referring the grievance packet to the Superintendent of Schools.

The Superintendent of Schools may review written materials or records and may interview any person which he or she feels may be helpful in resolving the grievance. The Superintendent of Schools must return the grievance packet along with his or her written decision to the aggrieved student/parent/guardian within 20 working days after receipt of the grievance statement.

If the aggrieved student/parent/guardian is not satisfied with the decision of the Superintendent of Schools, the student/parent/guardian may appeal the 10 working days of receipt of the decision by referring the grievance packet to the Board of Education, who shall refer it to the appropriate Board of Education committee. The committee shall conduct a hearing on behalf of the aggrieved individual within 20 working days after receipt of the appeal. The Committee Chair shall notify the aggrieved student/parent/guardian in writing of the Board's decision, which shall be final.

5145.41(e)**Students****Nondiscrimination** (continued)

(cf. 4118.14/4218.14 - Disabilities)

Legal Reference: Connecticut General Statutes

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).

American Disability Act of 1989. (42 U.S.C. Ch 126 §12112), as amended by ADA Amendments Act of 2008.

Chalk v. The United States District Court of Central California.

Regulation Adopted: May 21, 2009

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students

Title IX

The Board of Education (Board) policy is to maintain a learning and working environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule promulgated pursuant thereto.

The Board, as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in this District because its education programs or activities receive Federal financial assistance. This policy applies to all of the District's programs or activities, whether such programs or activities occur on or off campus.

The District's response shall be triggered by notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient's behalf, which charges a school with actual knowledge.

Definitions

Sex discrimination for purposes of this Title IX policy occurs when an individual, because of his or her sex, is denied participation in or the benefits of any program or activity receiving federal financial assistance. It includes when the District, as an employer, refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to such individual's compensation, terms, conditions or privileges of employment on the basis of the individual's sex.

Sexual harassment for purposes of this Title IX policy includes any of the three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

1. Any instance of *quid pro quo* harassment by a school's employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person's equal access to the District's educational programs or activities; or
3. Any instance of sexual assault (as defined in 20 U.S.C.1092 (f)(6)(A)(v)), dating violence (as defined in 34U.S.C. 12291(a)(10)), domestic violence (as defined in 34U.S.C.12291(a)(8)), or stalking, (as defined in 34 U.S.C. 12291(a)(30).

(This definition does not make sexual harassment dependent on the method by which the harassment is carried out.)

Program or activity includes those locations, events, or circumstances over which the District exercises substantial control over both the alleged harasser (respondent) and the context in which the sexual harassment occurred.

5145.44(b)**Students****Title IX****Definitions** (continued)

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or to any employee of the school district.

Title IX Coordinator is the individual designated and authorized by the Board to coordinate the District's Title IX compliance efforts.

Deliberately indifferent means a response to a Title IX sexual harassment report that is not clearly unreasonable in light of the known circumstances.

Complainant is the individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint is the document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Document filed by a complainant is a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. These measures are without charge to a complainant or a respondent and may be offered before or after the filing of a formal complaint or when no complaint has been filed.

Notifications

The District shall notify all students, employees, applicants for admission and employment, parents or legal guardians of students, and all unions/bargaining units of the Title IX Coordinator's contact information. Such information shall include the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator. The required contact information shall also be prominently displayed on District and school websites.

Reporting Procedures/Formal Complaint

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment. Such report may be made in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Students

Title IX

Reporting Procedures/Formal Complaint (continued)

Such report may be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number, e-mail address or by mail to the office address.

Any third party as well as the complainant may report sexual harassment. This includes parents and guardians of students.

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed.

District/School's Mandatory Response Obligations

The District and its schools recognize its mandatory obligations to respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, as defined. The following mandatory response obligations will be fulfilled:

1. Supportive measures shall be offered to the person alleged to be the victim ("complainant"). A respondent will not be disciplined without the District first following the Title IX grievance process, which includes investigating formal complaints of sexual harassment.
2. The Title IX Coordinator to discuss promptly with the complainant the availability of supportive measures, consider the complainant's wishes with respect to such measures, inform the complainant of the availability of such measures with or without filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. Follow a grievance procedure that complies with the Title IX Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment and Fourteenth Amendment shall not be restricted when complying with Title IX.
5. Sexual harassment allegations in any formal complaint will be investigated. The formal complaint can be filed by a complainant or signed by the Title IX Coordinator.
6. The complainant's wishes regarding whether the District/school investigates shall be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

5145.44(d)**Students****Title IX****District/School's Mandatory Response Obligations** (continued)

7. Compliance efforts, where applicable, to be coordinated with special education staff members.

If the allegations in a formal complaint do not meet the definition of sexual harassment contained within this policy, or did not occur in the District's educational; program or activity against a person in the United States, the District will, as required, dismiss such allegations for purposes of Title IX but may still address the allegations in any manner deemed appropriate by the District.

Notice of Allegation to the Parties

The District shall provide notice to the parties upon receipt of a formal complaint and on an ongoing basis if the District decides to include additional allegations during the course of the investigation.

The notice shall inform the parties of the allegations that potentially constitute sexual harassment as defined in this policy and include the identities of the parties involved in the incident, sufficient details about the allegations, including the identities of the parties if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall also include notice of the applicable grievance process, and advise the parties that they may have an advisor of their choice and that the parties may inspect and review evidence obtained in the investigation.

The notice shall also inform the parties of any provisions in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Grievance Process

The District, as required, will utilize a consistent, transparent grievance process for resolving formal complaints of sexual discrimination and/or sexual harassment. Such process, as detailed in the administrative regulation accompanying this policy, applies to all District schools equally.

A presumption that the respondent is not responsible for the alleged conduct shall be maintained until a determination is made regarding responsibility at the conclusion of the grievance process.

Students

Title IX (continued)

Investigations

Allegations contained in any formal complaint will be investigated. Written notice shall be sent to both the complainant(s) and respondent(s) of the allegations upon receipt of the formal complaint.

During the grievance process and when investigating:

1. The burden of gathering evidence and burden of proof remains with the District.
2. The parties will be provided equal opportunity to present fact and expert witnesses and evidence.
3. The ability of the parties to discuss the allegations or gather evidence shall not be restricted.
4. The parties shall have the same opportunity to select an advisor of their choice, who may be, but need not be, an attorney.
5. The District shall send written notice of any investigative interviews or meetings.
6. The District shall send the parties, and their advisors, evidence directly related to the allegations, electronically or hard copy, with at least 10 days for the parties to inspect, review and respond to the evidence.
7. The District shall send the parties, and their advisors, an investigative report, electronically or hard copy, that summarizes relevant information with at least 10 days for the parties to respond.
8. After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) shall afford each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The District shall dismiss allegations of sexual harassment that do not meet the definition contained in this policy or if such conduct did not occur in a District educational program or activity against a person in the United States. Such dismissal is for Title IX purposes.

5145.44(f)**Students****Title IX****Investigations** (continued)

The District, in its discretion, may dismiss a formal complaint or allegations therein if the Title IX Coordinator is informed by the complainant in writing to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the District, or if specific circumstances prevent the District from gathering sufficient evidence to reach a determination.

The District shall give the parties written notice of a dismissal, mandatory or discretionary, and the reasons for such dismissal.

The District, in its discretion, may consolidate formal complaints where the allegations arise out of the same facts.

The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records will not be accessed by the District unless the party's voluntary, written consent is obtained. [The District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or para professional acting in their recognized capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so.]

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, per the Title IX Final Rule, are considered irrelevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or offered to prove consent.

Standard of Evidence and Written Determination

The District's Grievance Process, as required by the Title IX Final Rule, shall state whether the standard of evidence to determine responsibility is the preponderance of evidence standard or the clear and convincing evidence standard. The District shall provide the same standard of evidence to all formal complaints of sexual harassment whether the respondent is a student or an employee, including a faculty member.

The Board has chosen to use as the District's standard of evidence the

- preponderance of evidence standard. (*previous existing standard*)
- clear and convincing evidence standard. (*a higher bar*)

Students

Title IX

Standard of Evidence and Written Determination (continued)

The decision maker, who cannot be the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.

Such written determination shall be sent simultaneously to the parties and include information about how to file an appeal.

Appeals

The District shall offer both parties an appeal from a determination regarding responsibility and from the District's dismissal of a formal complaint or any allegations therein, based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. Title IX personnel (Title IX Coordinator, investigator(s), or decision maker(s)) that had a conflict of interest or bias, that affected the outcome of the matter.
4. Additional reasons identified by the District and offered equally to both parties.

The District shall provide both parties a reasonable opportunity to submit a written statement in support of, or challenging the outcome. The appeal decision-maker shall issue simultaneously to the parties, a written decision describing the appeal result and the rationale for the result. *(The appeal decision-maker may not be the same person as the decision-maker(s) that reached the determination of responsibility or dismissal, the investigator(s) or the Title IX Coordinator.)*

Informal Resolution Process

The District may exercise the option to offer and to facilitate an informal resolution option, such as, but not limited to, mediation or restorative justice, provided both parties give voluntary, informed, written consent to attempt informal resolution.

The Board shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District will not require the parties to participate in an informal resolution process and will not offer such process unless a formal complaint is filed.

At any time prior to agreeing to a resolution, the Board recognizes the right of any party to withdraw from the informal resolution process and to resume the grievance/investigative process with respect to the formal complaint.

5145.44(h)**Students****Title IX****Informal Resolution Process** (continued)

The Board specifically prohibits the offering or facilitating of an informal resolution process to resolve any allegation that an employee sexually harassed a student.

Record Keeping

The District shall maintain for a period of seven years the records of each sexual harassment investigation, any disciplinary sanctions imposed on the respondent or remedies provided to the complainant; any appeal and the results of the appeal; informal resolution, if any, and the results of informal resolution; and the materials used to train coordinators, investigators, decision-makers and facilitators of informal resolution.

The District shall also create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, it shall be documented the basis or the conclusion reached and the measures taken to restore or preserve access to the District's educational program or activity. Reasons must be cited when supportive measures are not provided to a complainant.

Retaliation

The District shall maintain confidentiality regarding the identity of complainants, respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.

The District expressly prohibits retaliation against any individual for exercising Title IX rights

No school or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding.

Complaints alleging retaliation may be filed according to the grievance procedures pertaining to sex discrimination.

The Board recognizes that the following does not constitute retaliation:

1. The exercise of rights protected under the First Amendment of the U.S. Constitution.
2. The charging of an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

Students

Title IX

Retaliation (continued)

The charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Training

The Board shall provide and/or make available training for any person designated as a Title IX coordinator, investigator, and decision maker and any person designated to facilitate an informal resolution process. Such training shall include:

- The definition of sexual harassment under the new Final Rule
- The scope of the District's education programs and activities;
- The manner in which to conduct an investigation and grievance process, including appeals, hearings and informal resolution process, as applicable;
- How to serve impartially, including the avoidance of prejudgment of the facts at issue, conflicts of interest, and bias;
- The promotion of impartial investigations and adjudications of sexual harassment;
- A presumption that the respondent is not responsible for the alleged conduct until a determination is made regarding responsibility at the conclusion of the grievance process;
- Description of the range or list of the possible remedies the district may provide a complainant and disciplinary sanctions that can be imposed on a respondent, following determinations of responsibility;
- The utilization of the preponderance of evidence standard or the clear and convincing evidence standard;
- Issues of relevance of questions and evidence; and
- The creation of the investigative report to fairly summarize relevant evidence.

The District shall, as required, retain its training materials for a period of seven years and to make such materials available on its website (or upon request if the district does not maintain a website).

Nondiscrimination Notice

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. The Board shall not discriminate on the basis of sex in the education programs or activities it operates. This policy of nondiscrimination in the education program or activity also extends to employment and admission.

5145.44(j)**Students****Title IX****Nondiscrimination Notice** (continued)

Notice of the Board's nondiscrimination policy and grievance procedure, including how to file or report sexual harassment and how the District will respond shall be provided to applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the District.

This notice of nondiscrimination shall be posted on district and school websites and placed in any handbooks provided to the above cited groups.

(cf. 0521 – Nondiscrimination)

(cf. 0521.1 – Grievance Procedure for Section 504, Title IX, and Title VII)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 5131.911 – Bullying/Safe School Climate Plan)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: United States Constitution, Article XIV
 Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.
 Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
 Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
 Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
 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 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
 The Clery Act, 20 U.S.C. §1092(f)
 The Violence Against Women Act, 34 U.S.C. §12291(a)
Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)
Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)
Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme

Students

Title IX

Legal Reference: continued

Court, May 24, 1999.)
Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §46a-54-200 through §46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.
P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Policy adopted: October 21, 2021

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5145.5(a)
Policy**Students****Sexual Harassment**

It is the policy of the Cheshire Board of Education that sexual harassment is forbidden. No member of the Board, agent or employee of the Board, agent or employee or any employee organization or any student may harass any employee, person seeking employment or student on the basis of sex.

"Sexual harassment" is defined as any unwelcome sexual advances, requests for sexual favors, other offensive verbal or physical conduct that is sexual in nature, the display or circulation of written materials or pictures degrading to gender, any conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student grades or status, or;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or schooling decisions affecting such individual, or;
3. such conduct has the purpose or effect of substantially interfering with an individual's work or school performance or of creating an intimidating, hostile or offensive working or school environment.

Any Board member, employee or student found to have engaged in sexual harassment will be subject to immediate disciplinary action, up to and including removal from office, discharge from employment, expulsion from school, or referral to legal authorities for prosecution, as judged appropriate on a case by case basis.

Any student who believes he or she has been subject to sexual harassment should report the incident immediately to his or her guidance counselor or the school principal. Any employee who believes he or she has been subject to sexual harassment should report the incident immediately to his or her building principal, the Assistant Superintendent, the Director of Management and Personnel, or the Director of Pupil Personnel Services.

All such incidents shall be investigated in accordance with the procedures contained in file ACA, Nondiscrimination on the Basis of Sex or Handicap Complaint Procedure. If it is found that sexual harassment has occurred, the Board of Education will take appropriate corrective action.

Students

Sexual Harassment (continued)

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035)
on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

5145.5(a)

Regulation

Students**Sexual Harassment**

Sexual harassment is prohibited in the school system. Sexual harassment can occur when, but is not limited to:

1. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
2. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding services, honors, programs, or activities available at or through the educational institution.
4. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures or cartoons.
5. Continuing to express sexual interest after being informed that the interest is unwelcome.
6. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of student, including promises or threats regarding grades, course admission, performance evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid, work study job).
7. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.

Complaint Procedure

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.

Students**Sexual Harassment (continued)****Complaint Procedure**

3. The complaint should state the:
 - A. Name of the complainant
 - B. Date of the complaint,
 - C. Date of the alleged harassment,
 - D. Name or names of the harasser or harassers,
 - E. Location where such harassment occurred,
 - F. Detailed statement of the circumstances constituting the alleged harassment.
4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and will be instructed to make a written complaint pursuant to the above procedure.
5. If the complainant is a minor student, the person to whom the complaint is given should consider whether a child abuse report should be completed.
6. All complaints are to be forwarded immediately to the Principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent.
7. If possible, within five (5) working days of receipt of the complaint, the Principal or designee handling the complaint shall commence an effective, thorough, objective and complete investigation of the complaint. The investigator shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discretely, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.

5145.5(c)**Students****Sexual Harassment (continued)****Complaint Procedure**

8. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and, as appropriate, to all other directly concerned.
9. If the student complainant is dissatisfied with the result of the investigation, he or she may file a written appeal to the Superintendent, who shall review the investigator's written report, the information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Superintendent shall respond to the complainant, in writing, as soon as possible.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take all reasonable actions to ensure that the harassment ceases and will not recur. Actions taken in response to allegations of harassment may include reassignment, transfer, or disciplinary action.

The harasser and any other students or employees, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment or retaliation occur. If further acts of harassment or retaliation do occur, appropriate action shall be taken.

Copies of this regulation will be distributed to all elementary, middle and high school students.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035)
 on Current Issues of Sexual Harassment, effective 10/15/88.
 Title IX of the Education Amendments of 1972, 34 CFR Section 106.
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 Constitution of the State of Connecticut, Article I, Section 20.

Regulation approved: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault can be defined as any type of sexual contact or behavior that occurs by force or without consent of the recipient of the unwanted sexual activity. This includes sexual activity such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape. It includes sexual acts against people who are unable to consent either due to age or lack of capacity.

Program

The Cheshire Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, for students in Grades K-12, inclusive, shall include, but not be limited to:

5145.511(b)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program (continued)**

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.
2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.
 - b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
 - c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
 - d. Intervention and counseling options for child victims of sexual abuse and assault.
 - e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
 - f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

2. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

- b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

5145.511(d)**Students****Exploitation; Sexual Harassment**

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.

Policy adopted: March 21, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Students**Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program****Prevention Strategy**

Schools will design and build their capacity to implement comprehensive prevention strategies that engage students, parents/guardians/caregivers and school personnel. By engaging each of these populations, schools can reduce and prevent abusive sexual behaviors and sexual assault from occurring and create a climate that promotes positive peer relationships.

Students

1. Strengthen students' knowledge, attitudes and skills for healthy relationships by implementation of the DCF/SDE sexual abuse and assault awareness and prevention program.
2. Strengthen students' skills for modeling pro-social behavior and intervening as proactive bystander for the prevention and intervention of abusive behavior and/or sexual assault on campus.
3. Increase awareness among students of students' rights under District policy including how to report and seek help for students who may have experienced sexual abuse or sexual assault.

Parents/Caregivers and School Personnel

1. Strengthen parents/guardians/caregivers' knowledge, attitudes and skills for promoting healthy relationships including positive bystander behavior through workshops, school newsletter, and other events.
2. Strengthen school personnel's (administrators, teachers, coaches, and others) knowledge, attitudes and skills for promoting healthy relationships including modeling pro-social behavior or positive bystander behavior through professional development, utilizing the DCF/SDE developed instructional modules.
3. Increase awareness among parents of students' rights under District policy including how to report and seek help for students who may have experienced sexual abuse or assault.
4. Increase awareness among school personnel of District policy including their responsibility to report incidents and concerns regarding sexual abuse and sexual assault.
5. Increase awareness among parents/caregivers and school personnel of school and community-based resources for students and families.

5145.511(b)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program (continued)****School Climate**

1. Strengthen positive school climate by engaging students in age-appropriate activities to promote healthy relationships and positive bystander behavior.
2. Reduce risk for sexual abuse and sexual assault by educating school personnel on how to support healthy relationships, implement prevention curricula, and respond effectively to incidents and disclosures.

Reporting Procedure

Students should be encouraged to disclose if they have been sexually abused to any member of the staff whom they trust. The Principal of each school shall establish and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of sexual abuse and assault may be filed either in-person or anonymously and how this report will be acted upon. The victim of sexual abuse and assault or anyone who witnessed an act of sexual abuse or assault, and anyone who has reasonable suspicion that an act of sexual abuse or assault has taken place may file a report.

In addition, members of the staff, as a result of training, should be aware of the signs of child sexual abuse in students which can include, but are not limited to, expressions of shame, guilt/self-blame, difficulty trusting others, low self-esteem, cognitive deficits, depression, mental health problems, poor school performance, unhealthy relationships, self-harm, substance abuse and thoughts or expressions of suicide.

A report must be made when any mandated reporter of the Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen (*Mandated reporters include all school employees, the 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*) is in danger of being or has been sexually abused or assaulted.

Any written or oral reporting of an act of sexual abuse or assault shall be considered an official means of reporting such act(s).

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Reporting Procedure (continued)

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of the Board of Education suspects or believes that a child has been sexually abused or sexually assaulted, the following steps shall be taken:
 - a. The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.
 - b. The employee shall also immediately make an oral report to the Building Principal or his/her designee and/or the Superintendent or his/her designee.
 - c. If a report concerns suspected abuse by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.
 - d. Not later than 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information.
 - e. The employee shall immediately, submit a copy of the written report to the Principal and/or Superintendent or the Superintendent's designee.
 - f. If a report concerns suspected sexual abuse by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's sexual abuse or assault;

5145.511(d)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program****Contents of Report** (continued)

5. The approximate date and time the sexual abuse or assault 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 sexual abuse or assault came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing the sexual abuse or assault;
9. The reasons such person or persons are suspected of causing such sexual abuse;
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.

Investigation of the Report

If the suspected abuser is a school employee, the Superintendent or his/her designee shall thoroughly investigate the report, provided that such investigation does not interfere with or impede the investigation by the Department of Children and Families or by a law enforcement agency. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent or his/her designee shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

A person reporting child sexual abuse shall provide any person authorized to conduct an investigation into such claim with all information related to the investigation that is in the possession or control of the person reporting child sexual abuse except as expressly prohibited by state or federal law.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Evidence of Abuse by Certain School Employees

After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been sexually abused or assaulted by an employee who has been entrusted with the care of a child or has recommended that such employee be placed on the Department of Children and Families Abuse and Neglect Registry, the Commissioner shall notify within five (5) working days after the completion of the investigation into child abuse or neglect by a school employee, the Superintendent and the Commissioner of Education of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent and the Commissioner of Education. The Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits if DCF has reasonable cause that the employee sexually abused a child and recommends the employee be placed on the DCF Child Abuse and Neglect Registry. Not later than 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension. The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education Acts, pursuant to the provisions of Connecticut General Statutes. The Commissioner of Education shall also be notified if such certified person resigns from his/her employment in the District. Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been sexually abused by a certified, permit or authorized school staff member.

If the contract of employment of a certified school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child sexual abuse, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

5145.511(f)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program****Evidence of Abuse by Other School Staff** (continued)**Evidence of Abuse by Other School Staff**

If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been sexually abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

The District shall maintain records of allegations, investigations and reports that a child has been sexually abused or assaulted by a school employee. Such records will be maintained in the District's Central Office. The records shall include any reports made to the Department of Children and Families. The State Department of Education is to have access to all such records.

The Board shall provide to the Commissioner of Children and Families, upon request for the purposes of an investigation by the Commissioner of Children and Families of suspected child sexual abuse by a teacher employed by the Board, any records maintained or kept in District files. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of such Board of Education, and records of the personal misconduct of such teacher. (*"Teacher" includes each certified professional employee below the rank of Superintendent employed by a Board of Education in a position requiring a certificate issued by the State Board of Education.*)

The Board of Education shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency that a child has been sexually abused or assaulted. The Board shall conduct its own investigation and take any disciplinary action, in accordance with the provisions of section 17a-101i of the general statutes, as amended, upon notice from the Commissioner or the appropriate local law enforcement agency that the Board's investigation will not interfere with the investigation of the Commissioner or such local law enforcement agency.

The Department of Children and Families will review, at least annually, with the State Department of Education all records and information relating to reports and investigations that a child has been sexually abused by a school employee, in the Department of Children and Families' possession to ensure that records and information are being shared properly.

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy and these regulations shall be subject to discipline, up to and including termination of employment.

Response to Sexual Abuse and Sexual Assault

Schools will develop and implement an effective and consistent response to sexual abuse or sexual assault that takes place on school grounds, while traveling to and from school or a school-sponsored activity, whether on or off campus, as well as abusive behavior expressed through technology using District or school-provided computers, email addresses, or servers.

Students and parents/guardians are to be informed of the District's policy regarding sexual abuse and sexual assault.

Students are to be encouraged to contact the Principal or his/her designee or other school personnel if they or another student has been sexually abused or sexually assaulted. Students will also be encouraged to report to school authorities if they are aware that another student or adult individual has committed sexual abuse or sexual assault.

Support Services

The Principal or designee will first take steps to increase safety and well-being of the student experiencing sexual abuse and/or sexual assault. This might include offering individual or support group counseling for the student experiencing abuse and/or sexual assault at school or by referring the student to a local victim service organization.

Protection Against Retaliation

No retaliation will be taken by the District or by any of its employees or students against any complainant or any participant in the complaint process, including witnesses, and will take steps to ensure there is no retaliation against any involved party, and will respond appropriately to any incident of retaliation. Any person found to have retaliated against another individual for reporting an incident of sexual abuse, harassment or assault will be subjected to the same disciplinary action created in accordance with this policy. Those persons who assist or participate in an investigation of abusive behavior are also protected from retaliation under this policy.

5145.511(h)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program (continued)****Confidentiality**

Any investigation that takes place pursuant to this policy and administrative regulation will, to the maximum extent possible, be conducted in a manner that protects the privacy of the student experiencing sexual abuse and/or sexual assault, complainant, and accused. However, if it is suspected that child abuse has occurred or any law has been violated, such abuse will be reported to the proper authorities. When possible students will be notified and reminded of limits of confidentiality and be made aware of possible reports to outside officials. Notification of the outcome of the investigation will be made in accordance with relevant state and federal law.

Preclusion

This policy should not be interpreted as preventing a student experiencing sexual abuse and/or sexual assault from seeking redress under any other available law, either civil or criminal.

The District will keep and maintain a confidential written record, including but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of abusive sexual behavior or sexual assault is reported to District personnel. The information in the written record will include the action taken by the District in response to each allegation.

Roles and Responsibilities**The District will:**

1. Ensure that the Superintendent or his/her designee is the individual responsible for implementation of the policy and these procedures and for the provision of technical assistance and training for school personnel on the development and implementation of the steps for a comprehensive prevention strategy and effective and consistent intervention and response to incidents of sexual abuse and sexual assault.
2. Assure students of their rights to be free from sexual abuse and sexual assault including cyber-harassment;
3. Ensure that students know that sexual abuse and sexual assault violate District policy; that abusive behavior should be reported; and that violators will be subject to disciplinary and/or legal action;

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program

Roles and Responsibilities (continued)

4. Expect all personnel to intervene directly or to contact police when necessary, whenever they witness or become aware of an incident of sexual abuse or sexual assault. There is a duty to report to the Principal or his/her designee when any staff member knows or reasonably should have known of an incident of sexual abuse or sexual assault. Any staff member who permits or fails to report an incident of sexual abuse or sexual assault may be subject to disciplinary action.

The School will:

1. Staffing and Notification

- a. The Principal or his/her designee is responsible for implementation of the policy, administrative regulations, the provision of technical assistance and training for school personnel on sexual abuse and sexual assault and effective and consistent intervention and response to incidents of such behavior;
- b. Review policy and procedures on sexual abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy and regulations;
- c. Ensure that all staff, students, and parents/caregivers receive the name and contact information at the school and District level, a summary of prohibited behaviors and a summary of this policy at the beginning of the school year, as part of the student handbook and/or information packet, as part of the new student orientation, and as part of the school system's notification to parents;
- d. Create easy public access to the full text of this policy via the school website(s), staff and student handbooks with complaint forms, District policy manuals, contact information etc.; and
- e. Review policy and procedures on sexual abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy.

2. Prevention

- a. Engage students, as developmentally appropriate, and school personnel and, if possible, community-based organizations to collaborate on the development and implementation of comprehensive prevention strategies;

5145.511(j)**Students****Exploitation; Sexual Harassment****Sexual Abuse Prevention and Education Program****Roles and Responsibilities (continued)**

- b. Strengthen students' knowledge, attitudes and skills for healthy relationships, social and emotional learning, and pro-social behavior, such as positive bystander behavior through evidence-based or evidence-informed curricula, lesson plans, or other classroom or school-wide activities;
- c. Strengthen parents/caregivers' knowledge, attitudes and skills for promoting healthy relationships, social and emotional learning, such as positive bystander behavior through workshops, school newsletter, and other events;
- d. Strengthen school personnel knowledge, attitudes and skills for promoting healthy relationships and social and emotional learning, such as positive bystander behavior through professional development;
- e. Strengthen positive school climate through positive social norm youth-developed campaigns or activities to promote healthy relationships, social and emotional learning, and/or positive bystander behavior; and
- f. Assure students of their rights to be free from sexual abuse and sexual assault including cyber-harassment and that students know that sexual abuse and sexual assault violate District policy and law; that abusive behavior should be reported; and that violators will be subject to disciplinary action and/or legal action.

3. Intervention and Response

- a. All school personnel are expected to utilize the reporting procedure previously described in this regulation or to contact police directly, when necessary, whenever they witness or become aware of an incident of sexual abuse or sexual assault. There is a duty to report to the Principal or Principal's designee when any staff member knows or reasonably should have known of an incident of sexual abuse or sexual assault.
- b. Staff members must intervene or make a report when they witness, become aware of, or reasonably should have known of an incident of sexual abuse or sexual assault on the campus; while traveling to and from school or a school-sponsored activity; whether on or off campus; or perpetrated using school-owned property such as email addresses and servers.
- c. Each incident reported will be promptly investigated in a manner prescribed by statute that protects the student experiencing abuse and/or sexual assault.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

- d. The school will make all efforts to keep a report of sexual abuse or sexual assault and the results of any investigation confidential to the extent permitted by law, except that the abused child and the accused will be notified of the outcome of an investigation consistent with federal and state laws.
- e. Increase students' safety and well-being by assisting student experiencing sexual abuse and/or sexual assaults in accessing legal protection.
- f. Support a student experiencing abuse and/or sexual assaults by offering individual counseling, support groups, and/or referrals to local victim service providers who serve minors. Establish a relationship with a local domestic or sexual violence program and/or health care providers experienced with sexual abuse and/or sexual assault for access to resources and training;

Providing Instruction

The instructional staff of District schools, subject to the rules of the State Board of Education and the Board of Education, shall teach all statutorily required comprehensive health components including a health education curriculum for students in grades K through 12 in the area of sexual abuse or assault. This instruction shall include teen dating violence, a sexual abuse and assault component that includes, but is not limited to, the definition of dating violence, sexual abuse, sexual assault, the warning signs of abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence, sexual abuse, sexual assault, and community resources available to victims of dating violence, sexual abuse and assault.

5145.511
Form

Cheshire Public Schools
Cheshire, Connecticut

Sexual Abuse Prevention and Education Program
Student Program Opt-Out Form

Connecticut Law, Public Act 14-196, mandates that schools provide age-appropriate sexual abuse and assault awareness and prevention education in Kindergarten through Grade 12. The District will be utilizing instructional modules and developmentally appropriate educational material in each school and in all grades.

The age-appropriate materials for students may include skills in recognizing child sexual abuse and assault, boundary violations and unwanted forms of touching and contact, and ways offenders groom or desensitize victims and strategies to promote disclosure, reduce self-blame and mobilize bystanders.

In addition, the instructions will include actions child victims may take to get help, intervention and counseling options for child victims, access to educational resources to help child victims succeed in school and uniform procedures for reporting instances for child sexual abuse and assault to school staff.

The law allows students to opt-out of the awareness program or any part of it if the student's parent or guardian so notifies the District in writing.

Please sign this form **ONLY** if you **DO NOT** want your child to participate in this program.

Child's Name: _____

Child's Grade: _____ Child's Teacher: _____

I DO NOT want my child, named above, to participate in the sexual abuse awareness and prevention program that will be conducted by the _____ School District.

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Date: _____

This form must be received at school by _____

If a parent/guardian does not submit this opt-out form, the student will participate in the program.

Students who do not participate in this program will be provided opportunities for study and/or school work when the student would otherwise be participating in the program.

Students

Student Grievance Procedures

The Superintendent of Schools shall develop regulations for hearing student grievances and review such procedures with the student council.

Legal Reference: U.S.O.E. Title IX (Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, eff. date 7/21/75 20 U.S.C. @ 1681 et seq.)

Policy adopted: October 3, 1996

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**Instruction - General**

The Board of Education believes the instructional program of the public schools to be among its highest priorities, and it is therefore important for the Board and the professional staff to work cooperatively in determining educational goals and objectives which meet the needs of students.

Within limitations of budgets made available to it by the town, the Board of Education will provide personnel, equipment, instructional supplies and materials, and other support required to meet professional staff needs and community goals. The Board, understanding that education requires continuing change, also supports continuing professional development for certified and non-certified staff.

The Superintendent of Schools shall present regular evidence of student progress and of program modifications based on evaluations which are consistent with district goals and objectives. Evidence of educational productivity is important in evaluating our educational system, for guiding improvement efforts, and in developing public support for the schools.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction

Emergencies and Disaster Preparedness

All employees of the school district are responsible for doing everything in their power to promote safety of all the students at all times.

The administration shall require building principals to maintain procedures for fire, civil defense, and other emergencies, and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings.

First Aid and CPR

At least one person at each school site should hold current first-aid and/or CPR certification.

Legal Reference: Connecticut General Statutes

10-231 Fire Drills

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**School Ceremonies and Observances****Silent Meditation**

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation. The Board further directs that an opportunity to say the pledge of allegiance for given students and teachers each school day.

Ceremonies and Observances**Salute to the Flag and the Star Spangled Banner**

If, because of some personal philosophy or belief, a student has made the personal, serious decision not to salute the flag or stand for the "Star Spangled Banner", he/she may choose to remain seated and silent. Students may wish to use this time to reflect on their beliefs. In any event, all students must be courteous and respectful of the beliefs of others.

(cf. 6141.2 - Separation of Church and State)

Legal Reference: Connecticut General Statutes
10-16a Silent meditation.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Technology and Instruction**Responsible Use Policy****Section 1. Statement of Purpose and Intent**

- A. The Cheshire Board of Education (the “Board”) recognizes the educational value of electronic information resources. As discussed in this Policy, these resources include, but are not limited to, local area computer networks, wide area computer networks, hardware, the Internet, electronic mail, CD-ROMs, other software programs, and the data contained on such resources. The Board supports access by students to the School District’s (the “District’s) electronic information resources, and it is the policy of the Board that students and staff use these resources in ways that are educationally appropriate, legal, and respectful of the rights of others.
- B. The Board recognizes that, when using a resource such as the Internet, it is impossible to restrict access to all controversial or potentially inappropriate materials or to predict with complete certainty what information a user may locate. The possibility of accessing such material does not imply endorsement of its content by the Board nor does it imply consent to the accessing or use of such material by students.
- C. It is the responsibility of all students to learn and abide by this Responsible Use Policy and the Electronic Information Resources Access Agreement which implements the Policy. Compliance with the Responsible Use Policy and Access Agreement will assure that access to electronic information resources is undertaken for educational and research purposes only and is not abused by any user.

Section 2. Electronic Information Resources Access Agreement

- A. The Superintendent or his designee shall prepare for approval by the Board, two versions of an Electronic Information Resources Access Agreement: One version for grades kindergarten through grade two and one version for grades three through twelve.
- B. The Access Agreements shall implement the requirements of this Policy and shall state the specific behaviors which are required of all students using the District’s electronic information resources.
- C. All parents (or legal guardians) and all students in grades three through twelve shall annually read and sign a grade-appropriate Access Agreement. Return of the signed Agreement is a precondition to the student’s use of any of the District’s electronic information resources. The current Access Agreements are found as attachments to this Policy.

6141.321(b)**Technology and Instruction****Responsible Use Policy (continued)****Section 3. Training and Education**

- A. Qualified staff shall conduct specific orientation lessons for all students at the beginning of each school year to provide instruction concerning the provisions and requirements of this Policy. In addition, during the school year, students will receive such instruction as a part of assignments which use electronic information resources.
- B. All students with access to the electronic information resources shall be trained in the proper use of these resources. They will be taught how to evaluate the resources and how to use them responsibly to meet electronic information educational and research goals.
- C. All student training and education shall be age-appropriate.
- D. Qualified staff shall conduct special information sessions for parents and legal guardians to provide annual information on this Responsible Use Policy.

Section 4. Notices Concerning the Responsible Use Policy and the Electronic Information Resources Access Agreement

- A. This Responsible Use Policy shall be published, in full, in the annual *Parents/Student Handbook of Selected Policies, Procedures, and Regulations*. The Superintendent or his designee shall provide copies of the Handbook to school offices, school libraries, and the Cheshire Public Library.
- B. The Electronic Information Resources Access Agreements shall be published in each school's *Student Handbook*.
- C. This Responsible Use Policy shall be prominently posted in all computer labs, school libraries, classrooms, and in any other rooms or offices equipped with District electronic information resources.

Technology and Instruction**Responsible Use Policy (continued)****Section 5. Access to Electronic Information Resources**

- A. Access to and use of the District's electronic information resources shall be for educational or research purposes only and only as those purposes are consistent with the educational objectives of the Board.
- B. Access to the District's electronic information resources is limited to those students who have demonstrated, in an age-appropriate way, that they understand the Responsible Use Policy.
- C. Access privileges shall be appropriate to each student's grade-level technology benchmarks.
- D. Internet filtering programs shall be used on all of the District's computers.
- E. Staff shall actively supervise students who are accessing or using the District's electronic information resources. "Active supervision" means that staff is present when students are using the resources; staff appropriately monitors and restricts student access; and staff actively promotes the Responsible Use Policy.

Section 6. Standards for Personal Responsibility

- A. All students shall act responsibly, ethically, and legally when using the District's electronic information resources.
- B. Students shall promptly report any violation of this Policy to an appropriate staff member.
- C. No student shall vandalize or intentionally harm or destroy (or assist others to vandalize or intentionally harm or destroy) any of the District's electronic information resources, any data of another user, or any other networks that are connected to the District's electronic information resources. This includes, but is not limited to, tampering with computer hardware and software; uploading or creating computer viruses; vandalizing data; modifying data without permission; and attempting to gain access to restricted or unauthorized networks, network services, or other unauthorized electronic information resources.

6141.321(d)**Technology and Instruction****Responsible Use Policy (continued)**

- D. No student shall misuse (or assist others in misusing) any of the District's electronic information resources. This includes, but is not limited to, sending or requesting messages or materials which attack ethnic, religious, or racial groups or which include or promote pornography, unethical or illegal activities, sexism, harassment, or any inappropriate language or content.

Section 7. Standards for Network Behavior

- A. Students shall use the District's electronic information resources only with the permission of a staff member.
- B. Students shall be polite and shall not use profanities, vulgarities, or any other inappropriate language when using the District's electronic information resources.
- C. Students shall not send, or encourage others to send, abusive, harassing, annoying, or inappropriate messages or materials. Students shall not send, or encourage others to send, any material that a reasonable person would deem to be obscene or in violation of community standards for obscenity.
- D. Students shall respect the privacy of others. No student shall reveal any personal, confidential, or sensitive information, including addresses or telephone numbers of any student.
- E. The publishing of student work and images requires written parental permission. This permission will allow school personnel to record audios, take photos, or videos of students. These images or recordings as well as student work may be published in various locations, including the school or the district website. The district permission slip will inform parents that the district has no control over any subsequent use or publication of the images, recordings, or student work so published.

Third parties, such as media or other parents, may take images of students in school or at school events, and in those instances the district has no control over the use of those images once they are published.

- F. Students shall keep log-in identifications and passwords confidential, shall not share log-in identifications or passwords with anyone, and shall not use another person's log-in identification or password at any time. Misuse of log-in/password protocols shall be reported to the staff in charge.

Technology and Instruction**Responsible Use Policy (continued)**

Students shall comply with this Policy when sending and receiving electronic mail (e-mail). E-mail shall be used for educational and research purposes only. Misuse of e-mail shall be reported to the staff in charge.

- G. Students shall not use the District's electronic information resources to personally solicit for commercial, personal, religious, or political purposes nor to solicit for outside organizations.

Section 8. Compliance with Laws, Regulations, and Board Policies

- A. Students shall not transmit, receive, or duplicate any material in violation of any federal or state laws or regulations, including, but not limited to, laws governing the use of copyrighted or trademarked materials and laws prohibiting threatening, harassing, or obscene behavior. This also prohibits the improper use or copying of licensed software and the use of personal or borrowed software on the District's networks.
- B. Students shall comply with all other applicable federal and state laws and regulations and policies of the Board while accessing and using the District's electronic information resources.
- C. The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyber-bullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber-bullying awareness and response.

Section 9. Standards for District Access and Ownership

- A. The District's network; computer facilities; associated hardware; software; software peripherals; user files; electronic messages; and all data and programs stored, created, or generated using the District's electronic information resources are the sole and exclusive property of the District.
- B. The Board reserves the right to access, review, read, monitor, edit, delete, and print, any files, data, electronic mail, or other information or material which is created, communicated, accessed, or stored by any user on any of the District's electronic information resources.
- C. No student shall copy, reproduce, or remove any files, data, or equipment for any purpose without the prior approval of the Superintendent or his designee.

6141.321(f)**Technology and Instruction****Responsible Use Policy (continued)****Section 10. Disclaimers/Standards for Network Service**

- A. The Board makes no warranties of any kind, whether express or implied, for the electronic information resources service it is providing to students.
- B. The Board shall not be liable for any damages suffered by any user while using the District's electronic information resources. These "damages" include, but are not limited to, loss of data as a result of delays, non-deliveries of data or messages, mis-deliveries, service interruptions, or other damages whether caused by the system or resulting from the user's or the Board's errors or omissions. Users agree to hold the Board and its employees and agents harmless from any loss or damage that may occur as a result of the use of the District's electronic information resources.
- C. The use of any information obtained through the District's network or other electronic information resources is at one's own risk. Although specific precautions shall be taken to provide a safe and effective learning environment, the Board specifically denies any responsibility for, the accuracy, quality, or content of information obtained through its electronic information resources.

Section 11. Consequences for Violation of the Responsible Use Policy

- A. The use of the District's electronic information resources is a privilege and not a right.
- B. Students who have been found to have violated this Policy are subject to disciplinary action, including, but not limited to, temporary suspension or cancellation of access privileges, detention, suspension from school, and expulsion from school.
- C. Students who have been found to have violated this Policy are also subject to prosecution if the violation is determined to be a violation of local, state, or federal law.
- D. If the student's deliberate violation of this Policy results in damage to the District's electronic information resources or to the electronic information resources of others, the student and his or her parents (or legal guardians) shall be liable to compensate the District and others for such damage.

Policy Adopted: April 3, 1997
Policy Revised: May 21, 2009

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**Student Wellness****Student Nutrition and Physical Activity**

The Cheshire Public Schools strives to make significant contributions to the general well being, mental and physical capacity and learning ability of all students, affording them the opportunity to participate fully in the educational process. The Board of Education promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children.

Healthy eating and physical activity are linked scientifically to enhance academic performance and reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and well-being of all students, it is the policy of the Board of Education to:

- A. **Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.** The entire school environment, not limited to the classroom, shall be aligned with healthy school goals that influence the understanding, beliefs, and habits related to good nutrition and regular physical activity for each student.
- B. **Support and promote proper dietary habits that contribute to the health status and academic performance of each student.** All foods available on school grounds and at school-sponsored activities during the instructional day should meet the District Nutrition Standards. Emphasis should be placed on foods that are nutrient dense per calorie. Foods should be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals.
- C. **Provide continuing opportunities for students to engage in physical activity.** A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be incorporated into the schools' education program. Physical activity should include regular instructional physical education in addition to co-curricular activities or recess.
- D. **Support the District's commitment to improving academic performance in all students.** Educators, administrators, parents, health practitioners and communities must all recognize the critical role student health plays in academic stamina and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. Research indicating the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn should be highlighted to ensure widespread understanding of the benefits to healthy school environments. Cheshire Public Schools will always consider the diversity of the student population (e.g. economic, religious, racial, cultural, and medical status) to ensure that each child's needs are met.

6142.101(b)**Instruction****Student Wellness (continued)****District Health and Wellness Committee**

With the purposes of monitoring the implementation of the district's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a Districtwide Health and Wellness Committee shall be established. The committee will meet a minimum of three times annually. Committee membership shall consist of, but not be limited to:

- School Administrators
- Food Service Director
- Dietitian
- Staff members
- Parents/Guardians
- Students
- Board of Education member(s)
- Physical and Health Education Teachers
- Health Care Professionals
- Community members

At the district level, the Board designates the Assistant Superintendent for Instruction with the operational responsibility for ensuring that each school meets the requirements of the district wellness policy.

In addition, the principal of each school, or his/her designee, shall be responsible for the implementation and evaluation of the effectiveness of this wellness policy.

Program Evaluation

At the district level the following procedure shall be used to evaluate the effectiveness of the wellness policy:

- A District Health and Wellness Committee shall be established for the purpose of monitoring the implementation of the district's wellness policy and its nutrition and physical activity components; evaluating policy progress, serving as a resource to school sites and for recommending revisions of the policy, through the Superintendent or his/her designee, as determined necessary.
- The committee will meet a minimum of three times yearly.
- The policy shall be reviewed as needed to determine if it is meeting current needs and is workable in promoting healthy eating and physical activity.

Instruction**Student Wellness** (continued)

At the school level the implementation of the wellness policy will be evaluated as described below. In order to evaluate the effectiveness of the school wellness program in promoting healthy eating and physical activity and implement program changes as necessary to increase the program's effectiveness, the building principal or his/her designee is responsible for ensuring:

1. Board policy and administrative regulation are implemented as written;
2. School staff and school nutrition and food services personnel have undertaken joint project planning and action;
3. Families and community organizations are involved in nutrition education as appropriate.

Legal Reference:

Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Health Requirements

10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10-221a HS graduation requirements

10-221o Lunch periods. Recess

10-221p Boards to make available for purchase nutritious, low-fat foods and drinks

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation. Competitive foods

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

National School Lunch Program and School Breakfast Program;

Competitive Foods. (7 CFR Parts 210 and 220, Federal Register Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Policy adopted: June 28, 2006

Policy revised: April 30, 2019

CHESHIRE PUBLIC SCHOOLS

Cheshire, Connecticut

6142.101 (a)
Regulation**Instruction****Student Wellness****Student Nutrition and Physical Activity**

The Cheshire Public Schools promote healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The Cheshire Public Schools support a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children.

District Nutrition Standards

Meals provided through the national school lunch program and school breakfast program shall comply with Federal Nutrition Standards and all applicable USDA regulations. All foods sold separately from school meals on school grounds and at activities on school grounds must meet the Connecticut Nutrition Standards. All beverages sold to students on school premises must meet the requirements of state statute.

The District strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the Cheshire Public Schools has adopted the following Nutrition Standards governing the sale of food, beverages and candy on school grounds.

Food items that do not meet Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute can only be sold to students on school premises if the local board of education votes to permit them and the following three exemption conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food/beverages are not sold from a vending machine or school store.

Food:

- At all times when food is available for purchase by students during the regular school day, nutritious and low-fat foods shall also be available for sale. Such foods include, but are not limited to, low-fat dairy products and fresh or dried fruit.
- Encourage the consumption of nutrient dense foods, those foods providing substantial amounts of naturally occurring vitamins, minerals and other nutrients with relatively few calories. Examples include fruits, vegetables, whole grains, low-fat dairy, lean meats, legumes, nuts and seeds.

Instruction**Student Wellness** (continued)Beverages:

- Milk, water, 100 percent juice (fruit, vegetable or combination), nondairy milk (e.g., soy or rice milk), and beverages containing only water and fruit or vegetable juice may be sold to students on school grounds. All beverages must meet the requirements and portion sizes specified by state statute.
- Beverages not meeting the requirements of state statute will not be sold on school grounds, except when the sale occurs at the location of an event that occurs after the end of the school day or on the weekend, and the beverages are not sold from a vending machine or school store.

Candy:

- Candy sales are not permitted on school grounds.
- Candy sales are not permitted on school grounds unless they are sold at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store.

Food and Nutrition Services

The school meal program will comply with Federal, State and local requirements.

The food service provider must ensure that the Connecticut Nutrition Standards are followed when determining the items for a la carte sales. All beverages sold to students must meet the requirements of state statute.

Food sold or served in the school shall include nutritious, low-fat foods, which shall include, but are not limited to, low-fat dairy products, and fresh or dried fruit, at all times when food is available for purchase by students during the school day.

If our district has chosen to implement Healthy Food Certification, the Connecticut Nutrition Standards must be the District's Nutrition Standards. The Connecticut Nutrition Standards apply to all food sold separately from reimbursable meals (not just snacks), at all times and from all sources, including but not limited to school stores, vending machines, a la carte sales in school cafeterias, concession stands and any fundraising activities on school premises. They include five different food categories (entrees, fruits and vegetables, soups, cooked grains, and snacks and desserts), with different standards for each food category. A summary of the standards is at www.sde.ct.gov/sde/lib/sde/pdf/deps/student/nutritioned/summaryctnutritionstandards.pdf.

Any beverages sold to students must meet the beverage requirements of state statute (CGS Section 10-221q) at all times and from all sources. The statute allows only the following five categories of beverages to be sold to students: (1) milk (flavored or plain) with no more than 4 grams of sugar per ounce and no artificial sweeteners; (2) nondairy milks such as soy or rice milk, which may be flavored but contain no artificial sweeteners, no more than 4 grams of sugar per ounce, no more than 35 percent of calories from fat per portion and no more than 10 percent

6142.101(c)**Instruction****Student Wellness (continued)**

of calories from saturated fat per portion; (3) 100 percent fruit juice, vegetable juice or combination of such juices, containing no added sugars, sweeteners or artificial sweeteners; (4) beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners or artificial sweeteners; and (5) water, which may be flavored but contains no added sugars, sweeteners, artificial sweeteners or caffeine. Portion sizes of allowable beverages are limited to no more than 12 fluid ounces, with the exception of water. (See allowable beverages in Connecticut schools, www.sde.ct.gov/sde/lib/sde/pdf/deps/student/nutritioned/allowable_beverages.pdf.)

Guidelines for Food and Beverages Offered to Students at School

The Cheshire Public Schools strongly encourage the use of nutrient dense foods at all school functions and activities. Nutrient dense foods are those foods providing substantial amounts of naturally occurring vitamins, minerals and other nutrients with relatively few calories. Examples include fruits, vegetables, whole grains, low-fat dairy, lean meats, legumes, nuts and seeds. At any school function (parties, celebrations, feasts, etc.) healthy food choice options should be available. Some suggested foods that may be offered to students are listed below:

- Raw/fresh vegetable sticks (e.g. carrots)/slices with low-fat dressing or yogurt dip
- Fresh fruit and 100% fruit juices
- Frozen fruit juice pops
- Fruit juice and vegetable juice (at least 50% full strength) and bottled water
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Low-fat meats and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)
- Low-sodium crackers
- Baked corn chips and baked potato chips with salsa and low-fat dips (Ranch, Fresh Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps
- Angel food and sponge cakes
- Flavored yogurt and fruit parfaits (low-fat/non-fat yogurt)
- Gelatin and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat and skim milk products
- Pretzels
- Bread products such as bread sticks, rolls, bagels and pita bread
- Ready-to-eat low sugar cereals
- Low-fat (1 percent) and skim milk

Instruction**Student Wellness (continued)****Lunchroom Climate**

A lunchroom environment that provides students with a relaxed climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- Adequate space to eat and pleasant surroundings; and
- Convenient access to hand washing facilities before meals

Schools are required to provide all full day students a daily lunch period of not less than 20 minutes.

Fundraising Activities and Concessions

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. Fundraising projects and concessions at school functions must follow the Connecticut Nutrition Standards and the beverage requirements of state statute, unless they are held at the location of an event that occurs after the school day or on the weekend, provided the sale is not from a vending machine or school store. Organizations operating fundraisers or concessions at any exempted school functions must also include some healthy food choices in their offerings. The Connecticut Nutrition Standards and State Beverage Statute do not apply to fundraisers occurring off school premises. However, if the student brings in money to school for orders taken in advance, the fundraiser must be structured so that parents/guardians pick up the food/beverage item instead of students.

Teacher-to-Student Incentive

Strong consideration should be given to nonfood items as part of any teacher-to-student incentive programs. Should teachers feel compelled to utilize food items as an incentive, they are encouraged to adhere to the District Nutritional Standards.

Physical Education and Physical Activity

It is the Board's position that all students have equal and equitable opportunities for physical activity and fitness education in the Cheshire Public Schools. The goals of the district are:

- A. Students will participate in a quality, standards-based physical education program;
- B. Schools will have certified physical education teachers providing instruction; and
- C. Schools will have facilities, equipment, and supplies needed to deliver quality physical education.

Physical education promotes a physically active lifestyle in an inclusive environment with a goal of implementing moderate to vigorous activity levels for 85%– 90% of each class. Monitoring of

6142.101(e)**Instruction****Student Wellness** (continued)

student learning in physical education includes the use of common assessments addressing the knowledge and skills of our students and to help guide instructional changes. Our physical educators participate in professional development workshops each school year designed specifically to meet the needs of the physical education department.

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs.

In general, schools shall discourage the withholding of recess as a form of punishment.

Nutrition Education

The Cheshire Public Schools shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Nutrition education instruction is interactive and participatory through the use of technology applications and cooperative groups.

Instructional staff is encouraged to integrate nutritional themes when appropriate. The health benefits of good nutrition should be emphasized.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education and physical education in the schools, the building principal or designee is responsible for ensuring:

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the district website, or presentations that focus on nutritional value and healthy lifestyles.
2. Nutrition education materials, physical education activity ideas, and cafeteria menus will be distributed.
3. Parents are encouraged to send healthy snacks/meals to school;
4. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
5. Parents and other family members are invited to periodically eat with their student in the cafeteria;
6. Parents are discouraged from bringing food into the cafeteria from outside vendors, thirty minutes prior to the start of the instructional day through thirty minutes after the end of the instructional day.

Instruction**Student Wellness** (continued)

7. Physical education and nutrition education activities that students can do with their families may be assigned periodically;
8. School staff members are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs; and
9. School staff members are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

District Health and Wellness Committee

With the purposes of monitoring the implementation of the district's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a Districtwide

Health and Wellness Committee shall be established. The committee will meet a minimum of three times annually. Committee membership shall consist of, but not be limited to:

- School Administrators
- Food Service Director
- Dietitian
- Staff members
- Parents/Guardians
- Students
- Board of Education member(s)
- Physical and Health Education Teachers
- Health Care Professionals
- Community members

Instruction**Controversial Issues**

Students in the schools shall have the opportunity for responsible discussion of controversial issues.

Such free discussion requires that students have the following rights:

1. The right to study any controversial issue which has political, economic or social significance and concerning which the student, at his/her level, should begin to have an opinion.
2. The right to free access to all relevant information, including the materials that circulate freely in the community.
3. The right to form and express his/her own opinions on controversial issues without jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and scholarly. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote a partisan point of view.

Instructional policy on controversial issues is stated by the Board of Education to protect teachers and school administrators from unwarranted attack by pressure groups, and to insure youth a well-balanced preparation for civil involvement.

Legal Reference: Connecticut General Statutes
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.
Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**Exemption from Instruction**

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Religious

If the religious belief and/or teachings of a student or his/her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the principal stating the conflict involved.

Medical

If a student is unable to participate in a physical education class, he/she must present to the principal or designee a statement from a physician stating the reason for his/her inability to participate.

AIDS Instruction

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

Dissection of Animals

A student will be exempted from Dissection of Animals upon receipt of a written request for exemption from his/her parent or guardian.

Exemptions from these or any other required instruction do not excuse a student from the total semester hours required for graduation.

Legal Reference: Connecticut General Statutes
 10-16b Prescribed courses of study.
 10-19(b) AIDS education.
 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction

Graduation Requirements

Graduation from the Cheshire Public Schools denotes (1) that students have satisfactorily completed the Cheshire Public Schools' prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) a one credit mastery-based diploma assessment/senior experience.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. The credit for physical education may be fulfilled by an elective.

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed. The Board of Education, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred-eighty-fifth day in the Board's adopted school calendar. As of April first in any school year the Board may establish a firm graduation date for the school year, which at the time of such establishment provides for at least 180 days of school.

Instruction**Graduation Requirements (Continued)**

The Board of Education sets forth the following twenty-two (22) credits necessary for graduation from the Cheshire Public Schools (ending with the graduating class of 2022).

For students graduating between 2019 – 2022:

| | |
|---|-------------------|
| English | 4 credits |
| Mathematics | 3 credits |
| Science | 3 credits |
| Social Studies (including 1 credit in U.S. History) | 3 credits |
| Physical Education/Health | 2 credits |
| Business and/or Applied Technology and/or Fine Arts | 2 credits |
| Electives | 5 credits |
| Total | 22 credits |

For students graduating beginning with the Class of 2023 and thereafter:

| CT Defined Subject Areas | Class of 2023 Requirements □ |
|---|--|
| The Humanities (including Civics and the Arts) 9 | 4 English 3 Social Studies (including .5 credit in Civics and 1 credit in U.S. History) 1 Fine Arts 1 Humanities Elective |
| Science, Technology, Engineering and Mathematics 9 | 3 Mathematics 3 Science 2 CTE or Business (including .5 Personal Finance) 1 STEM Elective |
| Physical Education and Wellness 1 | 1 Physical Education 9,10,11,12 |
| Health and Safety 1 | 1 Health 9,11 including Healthy Balance, required for 9th grade |
| World Languages 1 | 1 |
| Senior Experience 1 | 1 |
| Electives 3 | 3 |
| Total | 25 |

The above requirements satisfy the state regulations regarding credits for graduation from high school.

6146(c)**Instruction****Graduation Requirements (Continued)****Credits**

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

The fulfillment of the mandated one credit foreign language requirement, beginning with the class of 2023, can include the successful completion of a world language course in grades six seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy [#6172.6](#), "Virtual/On-line Courses."

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning,

Instruction

Graduation Requirements (Continued)

service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals may also satisfy graduation requirement by the satisfactory completion of the following:

1. Successful completion of a summer course, summer courses, or equivalent coursework comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who withdraw from school, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

Legal Reference: Connecticut General Statutes

[10-5](#) State high school diploma" "honors diploma." Payment of fees; exceptions. (as amended by PA 17-29)

[10-5c](#) Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)

[10-14n](#) State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

[10-16\(l\)](#) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

6146(e)**Instruction****Graduation Requirements**

Legal Reference: Connecticut General Statutes (Continued)

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation and P.A. 16-4(SS), section 310), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy)

[10-233\(a\)](#) Promotion and graduation policies. (as amended by PA 01-166) P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools. P.A. 13-247, An Act Implementing Provisions of the State Budget. P.A. 15-237 An Act Concerning High School Graduation P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Policy Adopted: July 3, 1997
 Policy Revised: June 21, 2001
 Policy Revised: June 27, 2002
 Policy Revised: September 19, 2013
 Policy Revised: February 12, 2015
 Policy Revised: October 17, 2019

CHESHIRE PUBLIC SCHOOLS
 Cheshire, Connecticut

Instruction

Grading Systems

The district seeks, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the processes of evaluating student performance.

The administration and professional staff shall devise grading systems for evaluating and recording pupil progress. The records and reports of individual pupils shall be kept in a form which will be meaningful to parents, as well as teachers. The grading system shall be equitable districtwide--at comparable grade levels. The Board recognizes that any grading system, however effective, can be subjective in nature, but urges all faculty members to conduct student evaluations as objectively as possible.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to student success. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

Regularly used report cards and interim progress reports, combined with scheduled parent-teacher conference, help to promote a process of continuous evaluation of student performance.

It shall be the responsibility of the principal to work with each teacher to establish the method of arriving at grades for individual students.

Weighted Grades

The high school curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

A grade weighting/class ranking system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook. Parents and students shall be advised annually, via the schools' parent/teacher handbook, of this position and the specifics of the weighted grading program.

Policy adopted: July 3, 1997
Policy Revised: April 4, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

6146.11
Policy**Instruction****Grading/Assessment Systems****The Changing of a Grade**

Under normal circumstances, a grade awarded by a teacher will be final. However, as a part of a principal's supervisory responsibility, a student's grade or credits may be altered/adjusted when the necessity arises, consistent with the following reasons:

- * Erroneously computed or recorded grades;
- * Conversion of grades from other schools into district's grading system;
- * Averaging of grades earned by a student enrolled in a special program; (homebound instruction, tutorial program, etc.)
- * Summer school grades in remedial/make-up classes;
- * Granting credits earned in other high schools in subjects not offered in the local curriculum.

In the above cases, as well as in any other case not delineated herein, the principal will, when possible, consult with teachers in whose class the student is enrolled, officials of the sending schools, the staff in charge of special instruction, and the guidance counselor. The principal will determine whether or not an adjustment is necessary, and if so the type of adjustment required. Teachers whose grades have been adjusted will be notified.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction

Homework

Homework can be a valuable instructional technique. Teachers use homework in various ways to achieve different purposes. For younger students, homework can help to foster self direction, responsibility and independence while informing parents about what students are learning. The academic purposes of homework include "practice" (reinforcement of previously presented material); "preparation" (introduction of material yet to be presented); "extension" (requires transfer of previously learned material to new situations); "integration" (requires several separate learned skills to produce a single product).

Teachers are to draw upon their individual educational philosophy and professional judgment when assessing the homework needs of their students. The following guidelines serve as a general framework in developing assignments:

- Grade 1: A minimum of three reading assignments per week, each lasting about 15 minutes. Parental monitoring of reading is highly recommended. One to three additional assignments per week, each lasting no more than 15 minutes, are suggested.
- Grade 2: Five reading assignments per week, each lasting about 20 minutes. Parental monitoring of reading is highly recommended. Three to four additional assignments per week, each lasting about 20 minutes, are suggested.
- Grade 3: Five reading assignments per week, each lasting about 20 minutes. Parental monitoring of reading is highly recommended. Three to four additional assignments per week, each lasting 20 - 30 minutes, are suggested.
- Grade 4: Five reading assignments per week, each lasting about 25 minutes. Parental monitoring of reading is highly recommended. Three to six additional assignments per week, each lasting 20 - 30 minutes, are suggested.
- Grades 5-6: Five reading assignments per week, each lasting about 25 minutes. Parental monitoring of reading is highly recommended. Six to ten additional assignments per week, each assignment lasting 15 to 60 minutes, are suggested. Long term assignments (2-5 weeks in duration) may require additional time.
- Grades 7-8: Four to five assignments weekly per teacher on the grade level team, each assignment lasting 30 to 60 minutes. Long term assignments (2-5 weeks in duration) require additional time.
- Grades 9-12: Four to five assignments weekly per teacher, each lasting 45 to 120 minutes. Long term assignments (2-5 weeks in duration) require additional time. Teachers will modify homework assignments as specified by Planning and Placement Team recommendations to meet the learning needs of individual students.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

6154.1(a)

Policy

Instruction**Homework/Make-up Work**

The principals of the individual schools shall supervise the maintenance of such attendance records as shall be required by law and the Board of Education.. Attendance regulations and procedures will be established for the elementary, middle school and senior high levels which are consistent with state statutes and are designed to minimize such absence or tardiness which will detract from the student's ability to benefit fully from the programs offered by the Cheshire Public Schools.

The Board of Education believes the following assumptions are inherent in the district's attendance requirements:

- Time lost from classes is essentially irretrievable in terms of opportunity for instructional exchange.
- A student has an obligation to give as well as receive in the context of the classroom setting.

To that end, the Board requires that student enrolled in the public schools of Cheshire attend classes regularly and all absences from such classes shall be considered unacceptable, except for the following absences which may be considered excused absences:

1. Reasons of health, including incapacity or doctor's visits. The district reserves the right to require a physician's or other appropriate certification for absences in excess of five consecutive days or total of fifteen days in any school year.
2. Death in a family.
3. Religious holidays requiring absence.
4. Prearranged medical or dental treatment which, for good cause, cannot be made after school hours, or medical emergencies.
5. Court appearances.
6. Limited absences from school for unique activities with parental consent, subject to prior approval of the principal.
7. Approved school activities.
8. Family emergencies.

Written explanations of all absences shall be expected for each student from parents or guardians. Some absences, such as those resulting from medical treatment or the observance of religious holidays are known ahead of time. In order to promote the most effective education in light of these absences parents and/or guardians shall inform the school principal, or his/her designee, in writing, as soon as the anticipated absence is known.

It shall be the responsibility of the student or parent to request of the teacher, in advance, any homework assignments and information pertaining to the dates of tests or quizzes, which may coincide with known absence. Teachers shall cooperate with students and parents in giving a general idea of what topics are to be covered during the expected time of absence. Teachers are neither expected nor required to provide detailed day-by-day lesson plans or daily work, or tutoring, to the students or parents.

Instruction**Homework/Make-up Work** (continued)

The following guidelines for making up missed work shall be followed:

1. Upon return to school it is the responsibility of the students and parents to make suitable arrangement for making up work which has been missed. Parents and students should recognize that due to the nature of many class assignments, such as science lab work, some assignments may not be possible to replicate.
2. In general, a day for submitting completed classroom assignments will be allowed for each day of absence.
3. Depending upon the nature of the assignment, up to a week may be allowed for completion of missed homework assignments.
4. The student shall make arrangements with the teacher for the makeup of tests or quizzes missed due to the absence. The student shall be given a reasonable time to prepare for the test or quiz following absence.

On certain days during the school year when a significant number of students will be predictably absent due to an excused absence (such as, for example, a religious holiday observance, approved school activities or major health absences) the following additional guidelines will apply.

1. Tests or quizzes and "one time" educational experiences shall be avoided, if reasonably possible.
2. Tests or quizzes shall be avoided on the school day following specific predictable absences, if reasonably possible.
3. If homework is assigned, the guideline for making up missed work, noted above, will apply.
4. Teachers are expected, where appropriate, to engage in normal classroom activities, including the introduction of new lessons. Teachers, however, should make every reasonable effort to avoid conducting lessons or covering materials which are unique in nature and cannot be made up by students who are absent (for example, special laboratory experiments).
5. The scheduling of special extracurricular activities, such as "try outs", should be avoided. Regular athletic, music and other events, however may be scheduled on such days. Students will not be penalized for the excused absence.
6. The scheduling of special assemblies should be avoided, if they can be reasonably scheduled on a different day.

Parents are advised to contact their children's principal for any additional school specific attendance procedures not in conflict with this policy.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

6162.51

Policy

Instruction**Surveys of Students**

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Approval of the Assistant Superintendent is required for surveys. Responses will not be used in any identifying manner.

Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:

1. political affiliations
2. any psychological problems
3. sexual behavior or attitudes
4. anti-social or demeaning behavior
5. critical appraisals of family members
6. legally privileged relationships
7. income

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

(cf. 6141.11 - Curriculum Research/Experimental Projects)

Legal Reference: P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**Drugs, Tobacco, Alcohol**

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, tobacco and alcohol.

The professional staff shall become more aware of the problem and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of Boards of Education.

10-221(d) Boards of education to prescribe rules.

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

6164.11(a)

Regulation

Instruction**Drugs, Tobacco, Alcohol****Purpose**

Cheshire coaches, teachers and administrators believe that everything done in and out of the classroom should help students grow intellectually, physically and socially. Understanding today's temptation to experiment with or to use tobacco, alcohol or controlled substances; we wish to form a partnership with students and parents. This partnership's goal is to educate students about the hazards to their health, if they use these substances.

The following policy, details the consequences when students choose to use tobacco, alcohol or drugs while representing our school and applies to all Cheshire students involved in sports or other extracurricular activities:

1. Use of tobacco products is hazardous to a person's health and decreases a person's efficiency. Therefore, a student who uses tobacco products will be banned from participating in the sport or activity and/or all leadership responsibilities for four contests or for two weeks, whichever comes first. The suspended student will participate in a self-help program designed to help the student quit using tobacco products. This self-help program takes precedence over participation in the sport or activity, if there is a conflict. The Dean of Students or the Athletic Director will assist the student in finding a suitable program.
2. The use of alcohol or controlled substances is forbidden at all times for all students on school grounds and at all school events at any location. For students involved in extracurricular activities, this prohibition is extended to a total ban while participating in a sport or activity (7 days per week, 24 hours per day). Coaches and advisors, alone, cannot manage this policy and must rely on an individual student's honor and commitment to the team or club and its coach or advisor. Penalties incurred under this policy shall be cumulative throughout high school eligibility and a penalty period will extend into the next academic year.

If a student consumes alcohol or uses any controlled drug not prescribed by a doctor or is in possession of the same, he or she will be banned from participating in a sport or activity and/or all leadership responsibilities for three weeks or six contests, whichever comes first. The student-athlete is required to participate in practice during this period of suspension and to attend team contests dressed in uniform.

Instruction**Drugs, Tobacco, Alcohol** (continued)**Purpose**

If the same student consumes alcohol or uses any controlled drug not prescribed by a doctor or is in possession of the same for a second time, he or she will be dismissed from the sport or activity and/or all leadership responsibilities for a period of 12 consecutive interscholastic events or 12 consecutive weeks, whichever is greater. If less than 12 weeks remain in the school year, the period of suspension will extend into the next period in which the student usually participates in that activity.

If the student, of his or her own volition, becomes a participant in an approved chemical dependency program or treatment program after the second offense, the student may be certified for reinstatement in the sport or activity after a period of six weeks. A doctor or counselor of a chemical dependency treatment center must issue such certification.

Third and subsequent violations will be treated similarly to the second offense except that the student will be dismissed from the sport or activity and/or all leadership responsibilities for 12 consecutive weeks. To be reinstated for any sport or activity after the period of dismissal (12 weeks), the student must participate in an approved chemical dependency or treatment program. A doctor or a counselor of a chemical dependency treatment must issue such certification.

6164.12

Policy

Instruction**Acquired Immune Deficiency Syndrome (AIDS)**

Education is the best way to prevent the spread of AIDS, and through learning the facts about AIDS, students are better able to make decisions which will keep them healthy and even save their lives. Various school district curricula, including health curricula, science curricula, and social studies curricula among others shall include information on AIDS - both its cause and prevention.

The Board hopes that parents will join in partnership with the schools in conveying health information and sound decision making to the children of Cheshire. For those parents who wish to handle these topics without the involvement of the schools, the administration will inform parent(s)/guardian(s) of their right to have their child(ren) excluded from AIDS instruction. The request must be presented to the principal in writing.

Legal Reference: Connecticut General Statutes
10-19b AIDS education

Policy adopted: July 3, 1997

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

Instruction**Special Education**

The Board of Education accepts its legal duties and responsibilities for providing special education programs for the students of the school district. The school district will comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities, including all matters of student discipline.

Each student with a disability who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student with a disability and other students.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all of the requirements of federal and state law for the education of students with disabilities in or attending school in the school district.

Policy adopted: July 3, 1997
Policy revised: December 4, 1997
Policy revised: June 28, 2006
Policy revised: April 4, 2019

CHESHIRE PUBLIC SCHOOLS
Cheshire, Connecticut

6172.4(a)

Policy

Instruction**Parent and Family Engagement Policy for Title I Students**

The Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents and family members of children participating in the Title I program a written parent ~~involvement~~ and family engagement policy. This policy shall be distributed in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. In addition, this policy shall be made available to the public and updated periodically, as necessary to fulfill the requirements of the parent and family engagement portion of ESSA (Section 1010).

Each year, each District school with a Title I program shall also conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used, the proficiency levels students are expected to meet and information regarding the importance of parental involvement.

In addition to the required annual meeting, and if requested by parents, Title I schools within the District shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application to their child(ren)’s programs; and to participate, as appropriate, in decisions related to the education of their children.

The required annual evaluation of the District’s Title I program shall include identifying:

1. Barriers to greater participation by parents in program activities, with particular attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies which can support successful school and family interaction.

Instruction

Parent and Family Engagement Policy for Title I Students (continued)

Each school in the District receiving Title I funds and involved in Title I programs shall jointly develop with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s challenging high standards. The school-parent compact shall:

1. describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the State’s student academic achievement standards;
2. indicate the ways in which each parent will be responsible for supporting their child’s learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child’s classroom; and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in and observe their child’s classroom activities; and
4. ensure regular, two-way and meaningful communication between family members and school staff, and, to the extent practicable, in a language understandable to family members.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

6172.4(c)**Instruction****Parent and Family Engagement Policy for Title I Students (continued)**

Information about parental involvement and actions taken to improve parental involvement shall be included, as required, in the strategic school profile submitted annually by the Superintendent to the Board of Education and the Commissioner of Education. Such actions to improve parental involvement may include methods used to engage parents in the planning and improvement of school programs and to increase support to parents' efforts at home to assist their children on learning activities.

Legal Reference: Connecticut General Statutes

10-220(c) Duties of boards of education

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

20 U.S.C. §6318, as amended by Every Student Succeeds Act, P.L. 14-95 §1010 (2015)

20 U.S.C. §7801 – Definitions

Policy Adopted: October 19, 2017

Cheshire Public Schools
Cheshire, Connecticut 06410

