



Hebron Public Schools
High Expectations, Bright Futures
Handbook for Students
and Families
2022-2023

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Opening Message

Dear Families,

On behalf of the entire Hebron Public Schools faculty and staff, we would like to welcome you to the 2022-2023 school year. We look forward to an exciting year!

Please take some time to review this Handbook for Students and Families with your child. The handbook provides important information about the policies, procedures, and expectations of our schools. In it, you will find details about our school day, procedures for arrival and dismissal, health related items, attendance expectations, details about school and community resources and support, building a positive school climate, copies of important board of education policies, and a great deal of other information that will help support a safe environment that is conducive to learning for all children.

Included with your child's opening day information is a signature form. Please indicate on that form that you have read the handbook and reviewed it with your child, and return the signed copy to the school by Friday, September 16th.

In addition to the Handbook for Students and Families, please keep informed about the many wonderful happenings in our schools by accessing our website (www.hebron.k12.ct.us), reviewing papers that come home, reading the weekly Friday emails, and signing up for School Messenger, as these are our primary tools for communication.

Please reach out at any time with questions, concerns, or ideas. We look forward to partnering with you as we work to make this a successful school year for everyone.

Sincerely,

Michael Larkin
Principal
Hebron Elementary School
mlarkin@hebron.k12.ct.us

Katie Uriano
Principal
Gilead Hill School
kuriano@hebron.k12.ct.us

Mission

Hebron Public Schools inspires all children to be resilient, confident, respectful, and prepared to discover and follow their dreams.

Vision

All students are champions for equity who demonstrate innovation, academic and artistic excellence, compassion, wellness, and leadership.

Board of Education

Heather Petit, Chair
Amanda Veneziano, Vice Chair
Allyson Schmeizl, Secretary
Alex Crawford
Joseph Margaitis
Nicole Matthews
Diana Morales

Administration Office

580 Gilead Street, Hebron, CT 06248
Phone: 860-228-2577, Fax: 860-228-2235
Dr. Thomas Baird, Superintendent of Schools
Dr. Donald Briere, Director of Educational Services
Ms. Kaitlyn O'Leary, Business Manager

The Hebron Board of Education prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, religion, national origin, alienage, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis in accordance with Titles VI, VII, of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991, and appropriate state laws.

The Hebron Board of Education reserves the right to modify, change or update the policies contained herein.

2022-2023 Academic Calendar

HEBRON PUBLIC SCHOOLS 2022-2023 CALENDAR (BOE revised: 11/10/2021)

<p>29 Staff Development Day 30 Staff Meeting Day 31 First Day of School</p>	<p>AUGUST 2022 1</p> <table border="1"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	M	T	W	Th	F	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			<p>FEBRUARY 2023 18</p> <table border="1"> <thead> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17+</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td></td><td></td><td></td></tr> </tbody> </table>	M	T	W	Th	F			1	2	3	6	7	8	9	10	13	14	15	16	17+	20	21	22	23	24	27	28				<p>17 Early Dismissal (PD) 20-21 President's Day Recess</p>					
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School Information

Gilead Hill School

PreK through Grade 2

580 Gilead Street, Hebron, CT 06248

Phone: 860-228-9458, Fax: 860-228-1106

Mrs. Katie Uriano, Principal

Hebron Elementary School

Grade 3 through Grade 6

92 Church Street, Hebron, CT 06248

Phone: 860-228-9465, Fax: 860-228-1378

Mr. Michael Larkin, Principal

School Hours

AM Preschool	8:45 a.m. - 11:10 a.m.
PM Preschool	12:05 p.m. - 2:30 p.m. (M, T, TH, F)
Full Day Preschool	8:45 a.m. - 2:30 p.m.
Grades K-6	8:30 a.m. - 3:10 p.m.

Early Dismissal Days (scheduled)

AM Preschool	8:45 a.m. - 10:20 a.m.
PM Preschool	10:50 a.m. - 12:30 p.m.
Full Day Preschool	8:45 a.m. - 12:30 p.m.
Grades K-6	8:30 a.m. - 1:10 p.m.

Early Dismissal Days (unplanned, likely due to weather)

AM Preschool	8:45 a.m. - 11:10 a.m.
PM Preschool	Canceled
Full Day Preschool	8:45 a.m. - 12:30 p.m.
Grades K-6	8:30 a.m. - 1:10 p.m.

Delayed Opening Days

AM Preschool	10:45 a.m. - 12:25 p.m.
PM Preschool	12:55 p.m. - 2:30 p.m.
Full Day Preschool	10:45 a.m. - 2:30 p.m.
Grades K-6	10:30 a.m. - 3:10 p.m.

Emergency Early Closings / No School / Delayed Openings

At times, school schedules may be adjusted due to a sudden change in the weather or other emergency. Early closings follow the schedule listed above. On delayed opening days, school starts 2 hours later than the typical start time.

The stations listed below will provide this information. Announcements begin about 6:00 a.m. and will be broadcast over the following stations:

Television:

- Channel 3
- Channel 30
- Channel 8
- FOX 61

Radio:

- WTIC 1080 AM
- WDRC 102.9 FM
- WILI 98.0 FM

*Follow us on Twitter for
up-to-the-minute info
on delays and closings!*

@HebronSchoolsCT

In addition, School Messenger System will send an automated calls/text messages/emails to the phone numbers and email address on file. We strongly

advise you to develop a family emergency school closing plan. A family plan might include the following:

- Three to five homes, listed in specific order, that your child could go to until you could reach them.
- Ensure your child has your phone number to contact you.

Please take the time to practice your family emergency school closing plan with all children.

Emergencies

Other Emergencies

There have been times when it has been necessary to evacuate the school in order to ensure the safety of students. In that event, students will be transported to another site, where their school day can continue. Under the advice of police, phone lines must be kept clear and the creation of a secondary hazard must be avoided. Our School Messenger System will notify parents as soon as possible.

School Messenger System

Hebron Public Schools uses the School Messenger System to notify parents, guardians, and/or the designated student emergency contact, of pertinent information regarding your child and school. The district uses this notification system for the following:

- Daily notification of student absence
- Delayed school openings
- Early release due to weather or school emergencies
- School or district surveys
- Notification of upcoming school or district events
- Other unforeseen emergencies or circumstances

Student Data/Emergency Information

It is essential that every student have emergency information on file in the school office and the health office. A phone number for a responsible adult other than the parents must be included, as office personnel must be able to get in touch with someone who can take responsibility for each student. This information should be updated in PowerSchool immediately. Please remember to update the information (change of address, phone numbers, place of employment, new emergency contact, etc.) now and at any time during the school year.

Transportation

While we understand that there are occasions where students need to be dropped off or picked up by a parent, we encourage all students who are able to do so, to ride the bus daily. With so many students and limited parking lot space, fewer drop-offs and pick-ups increase safety and student entry to and dismissal from school. Please refer to our full Transportation Policy on our district website under the Board of Education Policy section.

Student Drop-Off

- Parents may use curbside drop-off, which is supervised by school personnel. Drop-off at both schools is between 8:15 a.m. and 8:30 a.m. If a staff member is not supervising the drop-off, parents must bring the child into the school office.
- Student's should exit from the side of the vehicle closest to the sidewalk.
- Students are not permitted in the building before 8:15 a.m. Supervision is not available before this time.
- If you need to park your car and enter the building, park in the designated parking lot. Only buses are permitted in front of the schools.

Student Pick-Up

Please send in a signed note to the teacher so that they will be aware of the change in routine at dismissal. (Indicate the name of the person who will be picking up your child; students will be released only to parents or an adult authorized by parents.) If you find out during the day that it will be necessary to pick up your child and you have not sent a note, call the school office and we will notify your child and the teacher. We ask that these calls come in prior to 2:00 p.m. whenever possible.

- Dismissal time is 3:10 p.m.
- Please use the Gym entrance. A staff member will be present to sign out all students. Then, and only then, should parents take students out of the building.
- Parents should not go to classrooms or ask the teacher to dismiss their child. Teachers are authorized to release children only on a direct call from the office and children are only released through our after school student pick up or through the office. Children will not be released to people waiting in cars.
- For safety reasons, children will not be allowed to be taken off buses once they have boarded.

Passing School Buses

It is a state law for all vehicles to STOP whenever the school bus driver has activated the red SOS lights. When the SOS lights are activated, cars must not

pass the school bus, and no one should direct traffic to pass the school bus. When the SOS lights are activated, it means “STOP”, even in a parking lot. Violators are subject to a \$450 fine for each bus which is passed when the school bus has the SOS lights activated.

Changing Buses

With the number of requests received to accommodate childcare/ babysitting needs, the district has set established procedures to ensure the safety of the children it transports and the reasonableness of its transportation operation. K-6 students will not be allowed to ride a bus other than their assigned bus.

If a parent wishes to request that a child be picked up or dropped off at a location other than their home to accommodate childcare/ babysitting needs, such a request must be submitted in writing on forms available in the school offices by July 1st prior to the ensuing school year for children in grades K—6. (New students registering after July 1st and late requests may be granted, if all requirements are met.) Requests for transportation of students to and from daycare providers will be honored with the following stipulations:

- That the location of the requested daycare provider is on an existing bus route to and from the school to which the student is assigned.
- That there is space available on the bus to which the student would be assigned if the day care request is honored.
- That the location of the a.m. pickup must be the same Monday through Friday and the location of the p.m. drop off must be the same Monday through Friday.
- Any student whose daycare request is honored will relinquish their seat on the bus on their home bus route.
- Any requested change in transportation during the school year will be honored only if the above conditions are met. This change must be in effect for a minimum of three months. Any such requests must be submitted to the school office at least one week in advance. Forms are available in the school offices.

If space is not available on existing bus routes, requests will be granted in order received. Temporary exceptions may be granted by the superintendent or designee in the event of family emergencies. The Building Administration will notify all parents of this policy prior to the close of each school year. New parents will be informed at the time they register students. In the event that the parents disagree with a decision to deny a route change, the parents may file a written request to review the matter with the superintendent who will meet with the parents within ten working days of the receipt of the request. If a route change is approved, it will go into effect within five working days after a decision has been made.

Please note: Children are allowed to get on or off their regular assigned bus at a different stop, but only with a written permission slip issued by the school office. Requests of this nature are to be in writing and submitted to the office early in the day.

Please note that video cameras are installed on all buses and are periodically reviewed by administration to monitor student behavior. Consequences for unacceptable bus behavior are dependent upon frequency and severity of behavior and are dependent upon the driver and school administrator. Repeated infractions will result in behavior being documented and shared with administration on a bus referral form which will be sent home to parents. Consequences may include, but are not limited to:

- Verbal reminders/warnings
- Change of seat/assigned seat
- Meeting with administrator with phone call to parents
- Meeting with student and family
- Loss of privilege as determined by school administrator
- Verbal or written apology
- Temporary denial of bus privileges

Supervision and Release of Students at Bus Stops

Parents and/or guardians are responsible for ensuring the safety of their children up until the point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Hebron Elementary School students (grades 3-6) can be released from the bus without an adult present. Gilead Hill School students (grades K-2) can only be released to a responsible adult with the exception below. Gilead Hill School students should be supervised at the bus stop by a responsible adult and/or an older sibling (grade 3 or higher).

Gilead Hill School students (grades K-2) can be released from the bus without an adult present so long as they are with an older sibling (grade 3 or higher) and the parent and/or guardian provides a note to the school allowing for the student to be released without an adult present. Note: Families will need to make arrangements for when an older student may be absent from the bus on a given day. A grade K-2 student will not be released if an adult or an older sibling (grade 3 or higher) is not waiting for them at the bus stop as they exit the bus.

Special exceptions can be approved by the Superintendent to the above regulations. Special exceptions must be requested in writing from the parent or guardian and will be reviewed and approved on a case by case basis at the sole discretion of the Superintendent.

Other Transportation: Bicycle and Walking

Due to the heavy traffic patterns outside of both schools, walking and biking are not prohibited but are strongly discouraged for safety reasons. Crossing guards are not available at either school. Students will be dismissed from school to walk or ride their bike home only after all buses have left the school. If a student plans to ride a bicycle to school or walk, parents must submit a permission letter indicating dates that the child will be walking or biking to school.

Attendance

Daily, on-time attendance is critically important for students. We ask that our parents assure that students arrive at school on-time and remain in school until the end of the day. Frequent late arrivals and early dismissals disrupt the learning process. In the event of frequent absences, late arrivals, and early dismissals, a call will be made from the principal to the child's parent.

According to the State Board of Education Policy, a student is considered to be "in attendance" if present at their assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day.

Excused Absences

Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation; and for the student's tenth absence and all absences thereafter, a student's absences from school are considered excused only for the following reasons:

- Personal illness (verified by an appropriately licensed medical professional);
- Mental health days (limited to 2 non-consecutive school days per year)
- religious holidays;
- Mandated court appearances (documentation required);
- Funeral or death in the family, or other emergency beyond the control of the student's family;
- Lack of transportation that is normally provided by a district other than the one the student attends.
- Extraordinary educational opportunities pre-approved by the district administrators and in accordance with CT State Department of Education guidance:
 - The opportunity must be educational in nature. It must have a learning objective related to the student's course work or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
 - It must be an opportunity not ordinarily available to the student.

- It must be grade and developmentally appropriate.
- The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.

Unexcused Absences

Absences for reasons other than those listed as “excused” are considered “unexcused”. In such cases, the amount and kind of assistance provided to the student is at the discretion of the student’s teacher and the principal. According to CGS 10-198a, a student who accrues four unexcused absences in one month, or ten unexcused absences in one year will be considered truant and reported to the state on the required state reporting form as such.

Please refer to our full Attendance Policy on our district website under the Board of Education Policy section.

Absence Due to Illness

If your child is absent from school because of illness, please call the Health Office at Gilead Hill School: 860-228-4933 or Hebron Elementary School: 860-228-8420 on the first day of the illness. Both schools have answering machines so messages can be left the night before at any time if you know your child is going to be absent. If the Health Office does not hear from you and your child is absent, the nurse will call you to confirm that the child is home. If we are unable to reach you, we will call all emergency numbers until we are able to reach someone who can verify the child’s absence. Please do not send **your child to school with a sore throat, fever, nausea, and cold or flu symptoms.** With children in close proximity to each other on a daily basis, controlling the spread of illness can prevent “mini-epidemics”. Please be sure your child is “24-hours symptom free” before returning to school. Students with strep throat must be on medication a full 24 hours before returning to school.

Making Up Work Due to Absences

Due to the nature of assignments, teachers will make determinations about “making up work” that has been missed when a student is absent. Some assignments require further instruction before they can be completed, and this work is generally not sent home. Teachers will determine which assignments the student can reasonably complete on their own.

Release of Pupils from School

Administration is obligated to release a child during the school day to either parent, even when the parents live apart, are legally separated, or the marriage has been dissolved by the courts, unless the administration has received written legal documentation to the contrary. No student under the age of eighteen is to be released from school to any person, other than a parent or guardian or someone designated by parent or guardian.

Picking Up Early

Families are reminded that the instructional day ends at 3:05 p.m., and should only pick up their child(ren) in the case of an appointment or emergency. Should it be necessary to pick up a child, parents should send in a note on that day or call the school office. Notes should include the student's name, teacher name, date, time of pick-up, and parent signature.

Family Engagement

We value parent and family involvement in the schools. In an effort to ensure the emotional and physical safety of our students, all who are interested in volunteering in the schools will be required to complete a Hebron Volunteer Application Form and an Authorization for Release of Information for DCF CPS Search. These forms are sent home at the start of the school year and are available on the district website. Please refer to our full Family Engagement Policy and Volunteer Policy on our district website under the Board of Education Policy section.

Visitors

Whenever you visit the school for any purpose, please enter through the main entrance at the front of the building and sign-in at the school's office where you will receive a visitor's badge to wear while you are in the building. A government issued photo I.D. is required and will be run through the Raptor System before gaining entry into the school beyond the office. Throughout the school year there are school wide concerts, plays, art shows, as well as a number of classroom projects open to parents, relatives and friends. Check the school newsletter each month for special notices. Please refer to our full Visitor Policy on our district website under the Board of Education Policy section.

Steps in Communication

In order to avoid any misunderstanding, the following channels of communication have been established. Parent concerns should be made in the following sequence:

- Teacher
- Principal

- Superintendent

Parent Teacher Association (PTA)

The PTA helps build a close relationship between home and school. Please join and support this group. PTA meetings will be held in conjunction with Education Updates where the school administration will address various topics. Meeting dates will be published in our monthly calendar.

Music Boosters

This parent support group promotes activities for the Band and Chorus as well as sponsoring music-oriented assemblies for the entire school. For more information, please contact your child's music teacher.

Art Boosters

This parent support group organizes fundraisers where parents can purchase their child's art work as featured on notecards, t-shirts, mugs and other items. Proceeds support various art initiatives.

Photographing of Students

Throughout the year, students are highlighted as we share school activities and achievements via photos, videos, audio recordings, school work samples, etc. **Students may be featured in a variety of media without prior notification of parents/guardians, including but not limited to yearbooks, slideshows, school and community newsletters, displays, newspapers, district social media accounts, and websites.** Under the supervision of certified teachers, student teachers/interns may also videotape class lessons. **While we do not provide prior notification for the publication of photos and videos, we do require parent/guardian permission in order to identify children by name in public media.** If you have any concerns regarding this, please contact your school principal.

Guests and Visitors

On special occasions, parents may request that their child bring a guest or visitor to school with them. Requests must be made to the school administrator at least 24 hours in advance of the visit. The school administrator with teacher input will decide if the visit is approved. All visitors to our school must wear a visitor's badge throughout the duration of their visit and must provide a government issued photo identification.

Parent/Teacher Communication

Close contact between the school and the home throughout the school year is strongly encouraged. If you need to speak to a teacher, either send a note, call the school to leave a message with the teacher or e-mail the teacher directly. We cannot call teachers from class to take a telephone call during instructional time but can assure you that your call will be returned within 24 hours.

Birthday Celebration Practices/Parties and Invitations

The Hebron School District has introduced a practice for student birthday celebrations. The School Wellness Committee decided on a non-food birthday celebration policy. Not only does this help promote the idea of healthy eating in school, it helps reduce the potential for exposure to allergens for students with allergies. When food is a part of a classroom celebration or lesson, our school nurse will be available to check food ingredients. This practice in no way takes the “celebration” out of birthdays in school. Each classroom teacher has adopted a birthday celebration plan for their classroom. These plans will be shared with students and parents at the beginning of the school year. At the beginning of the school year parents will be asked to give permission for their child’s phone number, address and email to be shared with classmates only. Regarding parties outside the classroom, we prohibit the distribution of party invitations within the classroom unless every child in that classroom is being invited. Please refer to our full Wellness Policy on our district website under the Board of Education Policy section.

Hebron Board of Education Meetings

The Hebron Board of Education meets on the second Thursday of each month at 7:00 p.m. in the Gilead Hill School music room or activity room. Families and community members are able to share their ideas and opinions with the board during the Public Comment portions of the meeting. It is an important way for parents to understand decision-making at the board of education level.

Newsletters and Other Notices

To avoid confusion and a constant flow of paper, we generally send home school papers on Tuesdays. It is not unusual to have children forget to give their parents these communications. Please be sure to ask for bulletins, notices and letters on a regular basis.

Report Cards

Report cards are issued three times a year for students K-6 and twice per year in preschool. The report card is only one means of communicating student achievement. Together with notes, telephone calls, conferences and homework, parents should have an on-going understanding of student progress.

Transfer of Records

Student records shall automatically be transferred to RHAM Middle School upon a student's promotion to seventh grade and maintained in accordance with existing administrative regulations upon graduation or termination of schooling. Student records will be transferred by mail to officials of another school or school system in which the student intends to enroll, in accordance with appropriate sections contained herein, upon notification by the parents that the student is withdrawing. Such records shall be designated to be official copies.

Special Education

The Hebron Board of Education provides special education and student personnel services (speech and language counseling, etc.) to students who are identified as special education students and to those who are identified as disabled under Section 504 of the Rehabilitation Act.

If you believe that your child's program is not meeting their educational needs, you can request in writing, through a building principal, a Planning and Placement Team (PPT) meeting to review your concerns. Parents or guardians are notified five (5) days in advance by mail of the PPT meeting to discuss the referral. If the PPT determines that an evaluation is necessary, the responsibilities for the evaluations are assigned. A multidisciplinary evaluation must be conducted to determine eligibility. Within forty-five (45) school days, the completed evaluations are reviewed at the PPT meeting to determine eligibility. If the student is eligible, an Individualized Education Program (IEP) is developed and implemented. If the student is not eligible as a special education student, but does qualify for eligibility under Section 504 of the Rehabilitation Act, a plan is developed and implemented. 504 is a regular education service with accommodations for students who have a lifelong medical condition that impacts one of the major areas of life.

A team approach consisting of school staff, parents and administration is used in developing the educational plan.

Parents' rights for Procedural Safeguards and Due Process under the Individuals with Disabilities Education Act (IDEA) and parents' rights under Section 504 of the Rehabilitation Act are noted at every PPT meeting. Subsequent to identification under Section 504, parents' rights are recognized at each Section 504 meeting. The district maintains compliance under federal statute and regulations through the State Department of Education.

Records shall be maintained for each student from entrance into school to graduation or withdrawal. Retention of certain types of records is required by law.

Access to and security of student records and requests for amendments are assured by the Connecticut General Statutes, the Federal Family Educational Rights and Privacy Act of 1974 and their respective regulations.

English to Speakers of Other Languages (ESOL)

The ESOL program provides targeted instruction in academic and social English, while respecting the dominant language and cultural values of the students and their families. Students can receive native language support in this program but the goal is developing academic and social English language proficiency in the domains of speaking, listening, reading and writing. ESOL students are assessed annually using the Language Assessment Scales (LAS) to measure their growth in acquiring English. Results are communicated with ESOL families in the Spring of each school year.

Student Interventions (SRBI) Support Process

Procedures for classroom support are designed to ensure that efforts are made to assist students in maximizing their educational success. Support personnel are available to assist students specifically with their reading and mathematics performance, as well as behaviors. When a student experiences academic or behavioral difficulties, the teachers provide accommodations and interventions to broaden the opportunities for the child to perform successfully. There are many ways to help struggling learners to succeed. Connecticut supports the use of “scientific research-based interventions” (SRBI) as one way to help assist students academically, socially, and behaviorally.

SRBI provides a continuum of support to struggling students. A student’s progress is studied and results are used to make decisions about teaching and other learning supports. The SRBI continuum of support has three tiers that provide different kinds and degrees of support. The quality instruction that all students receive in the general classroom setting is referred to as Tier I.

Components of SRBI include universal common grade level assessments called universal screens that are given three times during the year to help identify children who may need additional support or alternative instruction. Additional teaching strategies or methods that have been proven to be effective in helping children learn are used in Tier II classroom support. When higher levels of support are needed, children are given the individualized instruction they need to be successful learners, provided by specialists in what is referred to as Tier III support. Another component of SRBI is “progress monitoring.” This helps the teacher determine whether a strategy is successful or needs to be altered.

When a student experiences ongoing difficulties, as determined by a lack of expected progress over time towards a specified academic or behavioral goal,

teacher teams will meet in Data Teams and SRBI teams to continue developing strategies or to make a referral to the Planning and Placement Team (PPT) process. Parents will be apprised of these steps on a consistent basis. Scientifically based research-based interventions do not replace the special education process. If at any time parents believe that their child has a disability that is affecting his or her learning, they have a right to request a PPT meeting.

Title I

Students in Hebron Public Schools are served by Title I federal funds. It is the largest federal program for education. Money must be used to serve students who require remediation in their studies. The money provided is above what the Board of Education normally spends on students. Each year the school has an open house. At the open house, parents will be provided with a description and explanation of the Title I programs available in the district, curriculum in use at the school, the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with families to inform you of the important work being done within our school. All families of students participating in Title I programs are encouraged to attend and participate. As our schools both receive Title I funds, any parent has the right to know of teacher and paraprofessional qualifications. Please contact your school office with any such requests.

Andover, Hebron, Marlborough Family Resource Center Programs (AHM)

The AHM Family Resource Center provides a variety of programs for parents and children through the year, including the following:

- Play and Learn Groups for children from birth to age five.
- Parent Workshops ranging from one time programs to 6 week series.
- Home visits which consist of discussion with the parent(s) regarding child development, interaction with the child, and also parenting information.
- Family Daycare Provider Workshops are held on a quarterly basis.

Resource and referral parenting books can be loaned out and many pamphlets and brochures are available. The AHM Resource Center Staff is able to refer families to other agencies when necessary. AHM social workers work at both of our schools with our students and families. The AHM Family Resource Center is located at Gilead Hill School. For further information, please call 860-228-0871 or 860-228-9488.

Support for Homeless Populations

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. If your family lives in any of the following situations:

- Shelter
- Motel or campground
- Car, park, abandoned building or bus or train station
- Doubled up with other people

Your family may be eligible for assistance. Please contact our Homeless Liaison, Dr. Donald Briere at (860) 228-2577 for more information.

Homework

Homework is an integral part of the learning process. It is necessary reinforcement to classroom instruction as well as a means by which independent study skills and intellectual curiosity can be fostered in the home. Homework assignments might include completion of class work, reports, projects, studying for tests, drill questions from texts, reading, written work, research, etc. The following are general time expectations for the frequency and duration of homework.

- Grade K-Grade 2: 15-20 minutes of reading, daily
- Grade 3: 15 minutes + 15-20 minutes of reading, daily
- Grade 4: 20 minutes + 20 minutes of reading, daily
- Grade 5: 25 minutes + 25 minutes of reading, daily
- Grade 6: 30 minutes + 30 minutes of reading, daily

Field Trips

Field trips are carefully planned educational experiences and are part of the curriculum. When going on a field trip, students are expected to return a signed permission slip to the teacher in charge. Permission will not be taken over the telephone. On the rare occasion when students do not participate in a field trip, students are expected to come to school; arrangements will be made to involve students throughout the school day. Financial assistance is available to cover field trip expenses. Parents of students who are eligible for free or reduced priced lunches may request a bag lunch for their child if students are purchasing lunch at the field trip or are required to bring their own lunch.

Recess

Students have a daily 30 minute recess. Each day, we assess the weather conditions using our rooftop weather station as a guide to determine if students can go outdoors. Children will remain indoors for recess when the temperature is below 20°; the wind chill factor is used to make accurate determinations before the daily recess block. We will continue to attempt to get students outdoors whenever possible during the winter. Please be sure your child has appropriate clothing for being outside for 30 minutes during the day. Students with stitches, crutches, slings, an orthopedic brace or other doctor noted reasons will not be allowed to participate in outdoor recess activities. Students with a doctor's note excusing them from PE will also be excluded. Students will be allowed to do an alternate activity at the discretion of the nurse.

All other students are expected to participate in outdoor recess. Children will be sent to the health room to borrow clothing or a jacket by the teacher or recess duty personnel if their clothing does not allow them to fully participate in recess.

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare, and safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent. Video cameras may be used to monitor student behavior on school transportation vehicles transporting students to and from school and extracurricular activities. For more information, see Board of Education Policies 5023 (Video Surveillance) and 5024 (Video Cameras on School Buses).

Behavior and Discipline

Progressive Discipline and Consequences

We employ a system of progressive discipline at our schools with an emphasis on educating our students about the importance of demonstrating kindness to all, respect for oneself and others, and responsibility for one's actions. Students are usually given the opportunity to improve on their own. If improvement does not occur, the school will work together with families to develop a behavior program for the student.

Should a student continue to behave inappropriately, the seriousness of the offense determines the severity of the discipline. In general, students can expect to receive a range of consequences, including verbal reminders, a parent phone call, after-school detention, loss of a privilege (field trip), a disciplinary form mailed to the parent, removal from the classroom, in-school suspension, out-of-school suspension, or mandatory expulsions.

Physical Activity, Undirected Play, and Student Discipline

It is the policy of the Board to promote the health and well-being of district students by encouraging healthy lifestyles including promoting physical exercise and activity as part of the school day. The board includes a time of not less than twenty (20) minutes in total, during the regular school day, to be devoted to physical exercise, except that a planning and placement team (PPT) may develop a different schedule for students requiring special education and related service. In an effort to promote physical exercise and undirected play, the Board prohibits school employees from disciplining students by preventing them from participating in the full 20 minutes of time devoted to physical exercise or additional time devoted to undirected play during the regular school day, except in instances where the student's behavior poses a health and/or safety concern or as determined by a student's Section 504

of planning and placement team. For all students, the Board prohibits school employees from disciplining students by requiring students to engage in physical activity as a form of discipline during the regular school day. For more information, see Board of Education Policy 5022 (Physical Activity, Undirected Play, and Student Discipline)

Mandatory Expulsions

A principal must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the administration has reason to believe:

- was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
- off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
- was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.

Please refer to our full Discipline Policy on our district website under the Board of Education Policy section.

Smoking, Drugs and Alcohol

Smoking or other uses of tobacco related products, and the possession, use or distribution of illegal drugs and alcohol are prohibited on school property at any time, on any transportation provided by the Board of Education, or during the course of any trip or activity sponsored by the Board of Education. Compliance with these standards of conduct are required and mandatory. Please refer to our full Smoking, Drugs, and Alcohol Policies on our district website under the Board of Education Policy section.

Weapons

In order to maintain a safe environment for all our children, please be aware that state law is very specific about what could be considered a weapon in schools. Besides the obvious guns or knives, any metal pocket knife, the kind you might pack in a lunch bag, a small knife attached to keys, a paper cutter or similar item that can be used to puncture, or any sharp instrument may be considered a dangerous instrument or weapon. Items of this type are not allowed in school, on

school grounds, or on school transportation. Toy weapons should not be brought to school, on school grounds, or on school transportation.

Bullying and Safe School Climate Plan

The Hebron Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, **“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:

- 1) causes physical or emotional harm to an individual;
 - 2) places an individual in reasonable fear of physical or emotional harm;
- or
- 3) infringes on the rights or opportunities of an individual at school.

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

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

For purposes of this policy, "**Teen Dating Violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Consistent with the requirements under state law, the Hebron Board of Education authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

- (6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
- (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
- (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
- (11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (12) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

(14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

(15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

(16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

(17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and

(18) require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the

rules, procedures and standards of conduct for schools and in all student handbooks.

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Please refer to our full Safe School Climate Policy on our district website under the Board of Education Policy section.

Meals

Food Service

Menus are sent home the last Tuesday of the month. Students may purchase breakfast for \$1.60 before reporting to their rooms. Lunches including milk are \$3.25. Milk is \$.60 Snacks are available and are sold separately. Families are encouraged to put money on their child's account and may do so by sending in cash, a check made payable to "Hebron Public Schools", or on-line. Children will bring cash or checks to the cafeteria before lunch time and their account will be credited. Please send money in an envelope or baggie with your child's name clearly indicated. During the lunch wave, students will enter their Pin code into the keypad (HES) or use their swipe card (GHS) and the appropriate amount will be deducted from their account. Parents can share their email address with the food service department and will be notified via email when their child's balance is negative. Families are expected to pay all debts immediately. Parents will be contacted via email, phone, and/or mail regarding the debt. If there is still no payment, debt collection will commence according to BOE policy 3009. Please refer to our full Food Service Policies on our district website under the Board of Education Policy section.

Food Allergies

Children with a life threatening food allergy buying hot lunch during the school year must have a “Medical Statement for Children with Disabilities” form on file. The cafeteria provides hot lunches for children with severe and life threatening allergies. In order to ensure that this is done safely, the following safety checklist has been developed. This procedure will be followed each day the child is buying hot lunch. Parents can check ingredients with Ruth Campbell, Cafeteria Manager. This should be done as often as possible. The family should send a note or an email to the school nurse every time their child is buying hot lunch. A form that lists multiple days is available for your convenience. If a label has changed since a parent has checked the ingredients, the cafeteria manager will contact the parent and discuss the appropriate substitution. If the child requires a separate item different than the general hot lunch menu, the tray will be prepared ahead of time and wrapped separately on the counter. Every effort will be made to serve allergy children first. As the child is going through the lunch line, they will indicate to the lunch servers that they are buying hot lunch by stating their name to the server. This allows the servers to take an extra moment to make sure the child received the correct tray in a time that can be very hectic. In the event the cafeteria does not have a specific allergen free item, it will provide a safe allergy free hot lunch for your child. The cafeteria will have substitute lunches available at all times. In the event that there is a substitute nurse or substitute cafeteria manager/server, the parent will be contacted and ingredients will be reviewed.

Free and Reduced Lunch

Free/reduced priced lunches are available to those who qualify. Application forms are sent home in the opening day packet, but are also available in the school office or on-line. These forms must be completed whether parents are requesting qualification for free or reduced priced lunches. Families may apply at any time during the school year. Students who qualified for this support last year, and who have not yet completed the form, will receive free or reduced lunch until October 1st. In order for this support to continue, parents or guardians must complete the forms for the current school year. Please call the school office with any questions.

Health

Medications

Medication will be administered in school under the following guidelines:

- A physician, dentist, APRN or PA feels there is a need for the medication to be administered during school hours.

- A completed and signed authorization form from the physician, dentist, APRN or PA is presented to the school nurse as required by Connecticut State Law.
- As required by Connecticut State Law, the parent/guardian will be expected to provide the appropriate completed authorization before medication is administered in school.

The parent/guardian or assigned adult must bring medication to the school office. Medication must be supplied in a physician, dentist or pharmacy prepared and labeled container. Medication is not to exceed a forty-five (45) day supply. Please refer to our full Administration of Medication Policy on our district website under the Board of Education Policy section.

Naloxone for Purposes of Emergency First Aid

(1) Pursuant to a standing order of the Board's medical advisor and authorization from the Superintendent of Schools, and in accordance with Connecticut law and this policy, a school nurse may maintain naloxone, for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose.

(a) The school nurse, in consultation with the Board's medical advisor, shall determine the supply of naloxone that shall be maintained in the individual school.

(b) The school nurse shall be responsible for the safe storage of naloxone maintained in a school and shall ensure any supply of naloxone maintained is stored in accordance with the manufacturer's instructions.

(c) The school nurse shall be responsible for maintaining an inventory of naloxone maintained in the school, tracking the date(s) of expiration of the supply of naloxone maintained in a school, and, as appropriate, refreshing the supply of naloxone maintained in the school.

(2) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of naloxone in the event of a known or suspected opioid overdose.

(3) A school nurse shall be approved to administer naloxone for the purpose of emergency first aid, as described in Paragraph (1) above, in the event of a known or suspected opioid overdose, provided that such nurse has completed appropriate training, as identified by the Board's medical advisor, which shall include training in the identification of opioid abuse and overdose.

(3) The administration of naloxone pursuant to this section must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.

(4) Following the emergency administration of naloxone by a school nurse:

(a) Such emergency administration shall be reported immediately to:

- (i) The Board medical advisor; and
- (ii) The Superintendent; and
- (iii) The student's parent or guardian.

(b) A medication administration record shall be:

- (i) Maintained by the school nurse who administered the naloxone as soon as possible, but no later than the next school day; and
- (ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy. (Students Policy 5000, located on the school website.)

Physical Examinations

Parents of kindergarten students must submit their child's physical Health Forms prior to the first day of school. Physicals are required prior to entering seventh grade. Vision and hearing tests are given annually to all pupils in grades K-6. Parents will be notified of any deviation from the expected norm.

School Accident Insurance

School accident insurance is available to all students. An on-line brochure is available and information will be sent home with the first day packet. Purchase is optional. Information regarding Connecticut's HUSKY Insurance Plan for children will also be included in your child's first day packet and is on-line as well

Mandated Reporting of Suspected Child Abuse

All Hebron Public Schools staff are mandated reporters and must report suspected child abuse to the the Department of Children and Families. The role of staff members as mandated reporters of suspected child abuse or neglect is taken very seriously by the school staff and a report of suspected abuse must be made. The school will cooperate with DCF, local or state police authorities and other appropriate state agencies in the investigation of such a report. Please refer to our full Child Sexual Abuse and Assault Response Policy 4010 at the end of this handbook or on our district website under the Board of Education Policy section.

Lost and Found

Students who find articles are asked to take them to the office. Students and parents looking for lost items should be sure to check the "Lost and Found Box"

located in the entry hallway. Unclaimed items are donated to charity in December and June.

Lost or Damaged Books and School Property

Books and materials that are lost or damaged beyond normal wear must be paid for in full replacement cost by the student/family responsible.

Items from Home

Students are discouraged from bringing any toys or electronic devices to school. Although the school recognizes that students use electronic devices to and from school, it is expected that these devices be secured immediately upon entrance to the school building. Improper use of these devices will result in confiscation and will be returned only to the parents/guardians. **It should be noted that the school will not be held liable for lost, stolen, or broken electronic devices/Items from home.**

Technology Guidelines

Computing devices, networks (includes wireless), internet access, and electronic communications are effective and important technology resources in today's educational environment. The Board of Education (BOE) has installed computing devices and a network infrastructure including internet access that is referred to collectively as computing systems. This is in place in order to enhance both the educational opportunities for our students and the business operations of the district. Further, the district actively monitors student use of technology applications both at school and when engaged in remote learning due to the COVID-19 Pandemic.

All computing devices (hardware and software) as well as materials produced on such equipment remains the property of the Hebron Public Schools. Any misuse or abuse of this property or any violation of the Computing Systems Use Agreement of the Hebron Public Schools is prohibited. In recognition of rapid technological and legal developments, the BOE authorizes revision to the Computing System Use Agreement by the Superintendent. The Superintendent may also establish additional guidelines and rules.

The District provides individualized instruction to students through a variety of technological resources including educational web applications. These resources utilize personal information of students, such as name and district-created user name. This information is provided for educational purposes only in order to customize and individualize instruction.

The District complies with [Public Act 16-189, Family Educational Rights and Privacy Act](#) (FERPA), and [Children's Online Privacy Protection Act](#) (COPPA) and makes every effort to avoid websites and applications that market or sell student personal information. Please find our full Administrative Regulations Regarding Student Use of the District Computer Systems and Internet Safety on our district website under the Board of Education policy section.

Digital Tools & Student Data Privacy

Use of films or film clips (i.e., online video, videotapes, DVDs, cable channel broadcast, hereinafter, films) as well as digital tools (i.e., apps and any other website or resource students access electronically, hereinafter, digital tools) need to be considered carefully before being used in the classroom. Before they are used with students, all films and digital tools must be carefully previewed in full and evaluated by the teacher that they meet identified learning objectives. Professional judgment must always be exercised when selecting films and digital tools for classroom use and copyright guidelines should be followed. A listing of all the contracts maintained by the district that store student information are listed on our website. For more information see policy 6010.

Classroom Placement

The choice of your child's teacher is a professional decision made in a collaborative effort by the staff and the school principal. Many factors enter into the decision, including academic ability, gender, friendships, behavior, student strengths and interests. Parent input regarding a student's particular learning style may be shared with the assigned teacher at the beginning of the year. Placement decisions for a transferring student in a classroom are not considered final until records from a sending school are received.

Asbestos Management

A written notice of the availability of an asbestos management plan is available upon request from your school office.

Green Cleaning Program

A written description of our green cleaning program is available upon request from your school office.

Indoor Air Quality

The results of the inspection/evaluation procedure is available upon request from your school office.

Pesticides

Hebron Public Schools will provide a 24 hours notice of the application of pesticides on school grounds. For information on how to receive a written notice of pesticides including name of active ingredients, target pest, location and date of application, contact the Facilities Director, Jay Bourret at (860) 228-2577.

Non-Discrimination Statement

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, creed, color, national origin, sex, sexual orientation, marital status, age, disability, or gender identity/expression, subject to the conditions and limitations established by law.

Title IX

ADMINISTRATIVE REGULATIONS REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT (STUDENTS)

It is the policy of the Hebron Board of Education (the "Board") for the Hebron Public Schools ("the District") that any form of sex discrimination or sexual harassment is prohibited, whether by students, District employees or third parties subject to substantial control by the Board.

Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. Any student or employee who engages in conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Sexual harassment under Connecticut law means conduct in a school setting that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students):

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
4. Touching of a sexual nature or telling sexual or dirty jokes.
5. Transmitting or displaying emails or websites of a sexual nature.
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

NOTICE OF THE TITLE IX COORDINATOR

The Board's Title IX Coordinator is the Director of Educational Services. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

580 Gilead Street, Hebron, CT 06248
titleIX@hebron.k12.ct.us
(860) 228-2577

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX and Connecticut law regarding sexual harassment and sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

EXPLANATION OF COMPLAINT PROCESS AND PROCEDURE

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems: a grievance process for complaints of sex discrimination involving allegations of sexual harassment and grievance procedures for complaints of sex discrimination that are not sexual harassment. Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any

investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

SECTION I. GRIEVANCE PROCESS FOR COMPLAINTS OF SEXUAL HARASSMENT UNDER TITLE IX

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudice of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as “affirmative consent”).

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- C. It is the responsibility of each person engaging in a sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative

consent is sustained throughout the sexual activity.

- D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:
- (i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented, or
 - (ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
- E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.
- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
 - **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's 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 Board.
 - **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means 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.

- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **School days** means the days that school is in session as designated on the calendar posted on the Board’s website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as “school days” if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a student in the District’s education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant’s wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.
2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in this Regulation shall limit or

preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.
2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims. The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.
3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not

impair the ability of the District to provide such supportive measures.

4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment as defined above;
 - iii. The date and the location of the alleged incident, if known;
 - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - vi. A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.
6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of

gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness), written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.
9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.
10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the 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. Questions and evidence about the complainant's

sexual predisposition or prior sexual behavior are not relevant, 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 if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972- Prohibition of Sex Discrimination and Sexual Harassment (Students), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.

12. Student respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral.

Remedies will be designed to restore or preserve equal access to the District's education programs or activities.

13. After receiving notification of the decision-maker's decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Subsection E of this Section.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes a student from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

E. Appeal Process

After receiving notification of the decision-makers decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing: 1) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefore to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.
2. If a sexual harassment complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with

the requirements of applicable Board policies and state law. Additionally, if a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.
4. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other 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 these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.
5. The District will maintain for a period of seven (7) years records of:
 - i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;
 - ii. Any appeal and the result therefrom;
 - iii. Any informal resolution and the result therefrom; and
 - iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution

process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

SECTION II. GRIEVANCE PROCEDURES FOR CLAIMS OF SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX)

A. Definitions

- Complainant means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a student in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any

allegations of sexual harassment under Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as a student feels that the student has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Connecticut law), the student or the student's parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The student will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the student's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. The complaint should state the:
 - i. Name of the complainant;
 - ii. Date of the complaint;
 - iii. Date(s) of the alleged discrimination;
 - iv. Name(s) of the discriminator(s);
 - v. Location where such discrimination occurred;
 - vi. Names of any witness(es) to the discrimination;
 - vii. Detailed statement of the circumstances constituting the alleged discrimination; and
 - viii. Remedy requested.
3. Any student who makes an oral complaint of sex discrimination to any of the above- mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, such as due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case

the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy

of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against a student, regardless of whether the conduct occurred on or off- school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.
6. Any student who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the student requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the student insists that the student's personally identifiable information not be shared with the alleged discriminator(s), the student will be informed that the District's ability to investigate and/or take corrective action may be limited.
7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:
 - i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

- iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
 - iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;
 - v. consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
 - vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and
 - vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.
8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.
9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX

Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator, to promote the alignment of any such bullying investigation with the requirements of applicable Board policies and state law. Additionally, if a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students) and these Administrative Regulations is strictly prohibited. Neither the District nor any other 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 these Administrative Regulations, or because the individual has

made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Students may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800- 477-5737).

Copies of these Administrative Regulations will be distributed to all students.

Appendix A

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Rape—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sodomy—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Sexual Assault With An Object—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Fondling—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.

Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

Notification of Rights Under the Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. The right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. The right of a parent or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the

confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;

5. The right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;

6. The right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

7. The right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);

 - b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or

 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing

education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities; and
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Hebron school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5920

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

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

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make

arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

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

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the

provision of alternative educational opportunities.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-8520

Directory Information

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory

information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

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

Student Records

Individual student records are maintained for each pupil in the school, including students receiving special education out of district, according to current laws, regulations, and guidelines. The Superintendent of Schools shall develop and implement regulations which define the terms and procedures necessary to this policy. Student records shall include only information which is appropriate and necessary for the operation of the school system and of importance in helping the child or protecting others. Unneeded records shall be destroyed subject to limitations of present federal and state laws, regulations, guidelines and outstanding requests for review by eligible persons. Families have a legal right to access student records for their child. We take all steps to fully ensure that these records are kept confidential under our policy. Please refer to our full Student Records Policy on our district website under the Board of Education Policy section.

Notification of Data Sharing Agreement Under Conn.Gen.Stat § 10-234bb(g)

Pursuant to the requirements of Conn.Gen. Stat § 10-234bb(g), the Hebron Board of Education (the "Board") maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, "student data"). The address of the Internet website is **www.hebron.k12.ct.us**. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

APPENDIX A:
POLICY REGARDING STUDENT USE OF THE DISTRICT
COMPUTER SYSTEMS AND INTERNET SAFETY

HEBRON BOARD OF EDUCATION

STUDENTS

5018

POLICY REGARDING STUDENT USE OF THE DISTRICT'S COMPUTER
SYSTEMS AND INTERNET SAFETY

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides computers, a computer network, including Internet access and an e-mail system, as well as other electronic devices that access the network such as wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing etc. (including, but not limited to, laptops, Kindles, radios, I-Pads or other tablet computers), referred to collectively as "the computer systems", in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to students in the district for education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education related purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems.

Legal References:

Conn. Gen. Stat. § 10-221

Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250

Electronic Communication Privacy Act of 1986, Public Law 99-508,
codified at 18 U.S.C. §§ 2510 through 2520

Children's Internet Protection Act, Pub. L. 106-554, codified at 47
U.S.C. § 254(h)

No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20
U.S.C. § 6777

Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at
47

U.S.C. § 254(h)(5)(B)(iii)

ADOPTED: June 14, 2012

REVISED: October 10, 2013

REVISED: December 10, 2020

**APPENDIX B:
REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR SEXUAL
ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES
POLICY 4010**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe (1) that any child under eighteen has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm, or (2) that any person who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of sexual assault, and the perpetrator is a school employee, to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Hebron Board of Education ("Board") to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, nonaccidental physical injury, imminent risk of serious harm, or sexual assault of a student by a school employee, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (b) 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 the Hebron Public Schools ("District"), pursuant to a contract with the Board.

"Sexual assault" means, for the purposes of the mandatory reporting laws and this policy, a violation of Sections 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a of the Connecticut General Statutes. Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 et seq. to report suspected abuse and/or neglect of children or the sexual assault of a student by a school employee. The term "statutory mandated reporter" includes all school employees, as defined above, any person who is a licensed behavior analyst, and any person who holds or is issued a coaching permit by the State Board of Education, is a coach of intramural or interscholastic athletics, and is eighteen years of age or older.

3. What Must Be Reported

a) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any child under the age of eighteen years:

- i) has been abused or neglected;
- ii) has had non accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her;
- iii) is placed at imminent risk of serious harm; or

b) A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that any person, regardless of age, who is being educated by the technical high school system or a local or regional board of education, other than as part of an adult education program, is a victim of the following sexual assault crimes, and the perpetrator is a school employee:

- i) sexual assault in first degree;
- ii) aggravated sexual assault in the first degree;
- iii) sexual assault in the second degree;
- iv) sexual assault in the third degree;
- v) sexual assault in the third degree with a firearm; or
- vi) sexual assault in the fourth degree.

Please see Appendix A of this policy for the relevant statutory definitions of sexual assault laws and related terms covered by the mandatory reporting laws and this policy.

c) The suspicion or belief of a Board employee may be based on factors including, but not limited to, observations, allegations, facts or statements by a child or victim, as described above, or a third party. Such suspicion or belief does not require certainty or probable cause.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral or electronic report as soon as practicable, but not later than twelve (12) hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee.

An oral report shall be made by telephone or in person to the Commissioner of the Department of Children and Families ("DCF") or the local law enforcement agency. DCF has established a 24 hour Child Abuse and Neglect Careline at 1-800-842-2288 for the purpose of making such oral reports.

An electronic report shall be made in the manner prescribed by the Commissioner of DCF. An employee making an electronic report shall respond to further inquiries from the Commissioner of DCF or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

(2) The employee shall also make an oral report as soon as practicable to the Building Principal or his/her designee, and/or the Superintendent or his/her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect or sexual assault of a student, then the employee shall notify the Superintendent or his/her designee directly.

In cases involving suspected or believed abuse, neglect, or sexual assault of a student 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.

(4) Not later than forty-eight (48) hours after making an oral report, the employee shall submit a written or electronic report to the Commissioner of DCF or the Commissioner's designee containing all of the required information. The written or electronic report should be submitted in the manner prescribed by the Commissioner of DCF. When such report is submitted electronically, the employee shall respond to further inquiries from the Commissioner of DCF or designee made within twenty-four (24) hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

(5) The employee shall immediately submit a copy of the written or electronic report to the Building Principal or his/her designee and to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse, neglect, or sexual assault of a student by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of DCF (or his/her designee) shall submit a copy of the written or electronic report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, or is a victim of sexual assault by a school employee, as described in Paragraph 3, above, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve (12) hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected, placed at imminent risk of serious harm or is a victim of sexual assault by a school employee. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.

(2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm or is a victim of sexual assault by school employee, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.

b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse, neglect or sexual assault by a school employee from reporting the same directly to the Commissioner of DCF.

6. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child* and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;

- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) 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
- k) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

*For purposes of this Paragraph, the term "child" includes any victim of sexual assault by a school employee, as described in Paragraph 2, above.

7. Investigation of the Report

- a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse, neglect or sexual assault if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided the procedures in subparagraph (b), below are followed. In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.
- b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports and reports of a student's sexual assault by school employees, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of DCF or the appropriate local law enforcement agency. The Superintendent shall conduct the District's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of DCF or the appropriate local law enforcement agency that the District's investigation will not interfere with the investigation of the Commissioner of DCF or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child or student victim of sexual assault and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

d) Any person reporting child abuse or neglect or the sexual assault of a student by a school employee, or having any information relevant to alleged abuse or neglect or of the sexual assault of a student by a school employee, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

e) When the school district is conducting an investigation involving suspected abuse or neglect or sexual assault of a student by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse, neglect or sexual assault to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the District, pending the outcome of the investigation.

8. Evidence of Abuse, Neglect or Sexual Assault by a School Employee

a) If, upon completion of the investigation by the Commissioner of DCF ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that (1) a child has been abused or neglected by a school employee, as defined above, and the Commissioner has recommended that such employee be placed on the DCF child abuse and neglect registry, or (2) a student is a victim of sexual assault by a school employee, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employees. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and the conditions of the suspension. The Superintendent shall

disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization, if any.

c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two (72) hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of 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 abused or neglected by a school employee or that a student has been a victim of sexual assault by a school employee.

f) The District shall not employ a person whose employment contract is terminated or who resigned from employment following a suspension pursuant to Paragraph 8(a) of this policy and Conn. Gen. Stat. § 17a-101j, if such person is convicted of a crime involving an act of child abuse or neglect or an act of sexual assault of a student, as described in Paragraph 2 of this policy.

9. Evidence of Abuse, Neglect or Sexual Assault by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of DCF produces evidence that a child has been abused or neglected, or a student has been sexually assaulted, by any individual who provides services to or on behalf of students enrolled in the District, pursuant to a contract with the Board, the Superintendent shall permanently suspend the provision of such

services, and direct the individual to refrain from any contact with students enrolled in the District.

10. Delegation of Authority by Superintendent

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.

11. Confidential Rapid Response Team

The Superintendent shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected abuse or neglect or sexual assault of a student by a school employee, as described in Paragraph 2, above, and (2) provide immediate access to information and individuals relevant to the department's investigation. The confidential rapid response team shall consist of a teacher and the Superintendent, a local police officer and any other person the Board of Education, acting through its Superintendent, deems appropriate.

12. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 14 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. The District shall not hire any person whose employment contract was previously terminated by a board of education or who resigned from such employment, if such person has been convicted of a violation of Section 17a-101a of the Connecticut General Statutes, as amended, relating to mandatory reporting, when an allegation of abuse or neglect or sexual assault has been substantiated.

14. Non-Discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect or the sexual assault of a student by a school employee and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect or sexual assault by a school employee. The Board of Education also prohibits any employee from hindering or preventing or attempting to hinder or prevent any employee from making a report pursuant to this policy or state law concerning suspected child abuse or neglect or the sexual assault of a student by a school employee or testifying in any proceeding

involving child abuse or neglect or the sexual assault of a student by a school employee.

15. Distribution of Policy and Posting of Careline Information

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 16, below. The Board shall post the Internet web site address and telephone number for the DCF Child Abuse and Neglect Careline in a conspicuous location frequented by students in each school under the jurisdiction of the Board.

16. Training

a) All new school employees, as defined above, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of DCF.

b) All school employees, as defined above, shall take a refresher training course developed and approved by the Commissioner of DCF at least once every three years.

c) The principal for each school shall annually certify to the Superintendent that each school employee, as defined above, working at such school, is in compliance with the training provisions in this policy and as required by state law. The Superintendent shall certify such compliance to the State Board of Education.

17. Records

a) The Board shall maintain in a central location all records of allegations, investigations, and reports that a child has been abused or neglected by a school employee employed by the Board or that a student has been a victim of sexual assault by a school employee employed by the Board, as defined above, and conducted in accordance with this policy. Such records shall include any reports made to the DCF. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Conn. Gen. Stat. §10-151c, the Board shall provide the Commissioner of DCF, upon request and for the purposes of an investigation by the Commissioner of DCF of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. 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 the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State Board of Education.

18. Child Sexual Abuse and/or Sexual Assault Response Policy and Reporting Procedure

The Board has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program, as outlined in Board Policy # 4010, Child Sexual Abuse and/or Sexual Assault Response and Reporting Procedure. Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the Safe School Climate Coordinator in addition to complying with his/her obligations under this Policy and the law regarding mandatory reporting of abuse, neglect and sexual assault.

Legal References: Connecticut General Statutes:

Section 10-151

Section 10-221s

Section 17a-101 et seq.

Section 17a-101q, Statewide Sexual Abuse and Assault Awareness and Prevention Program

Section 17a-103

Section 46b-120

Section 53a-65

