

PARENT/STUDENT HANDBOOK

2022-2023



SELECTED POLICIES, PROCEDURES, & REGULATIONS

ATTENTION:

**This material must be read by both
student and parent/guardian**

**BETHEL PUBLIC SCHOOLS
BETHEL, CT**

www.bethel.k12.ct.us

PARENT-STUDENT HANDBOOK NOTICE

All students receive and sign for this parent-student handbook, electronically through the registration process or student demographic information update at the beginning of the school year, or in some cases in hard copy. (The hard copy only includes a *tear-off sheet (Pg. 1) to be completed, signed, and returned to the student's homeroom teacher by the date indicated on the form.*)

Please pay special attention to all materials sent to your home from the school and from your child's teacher. Often times these materials can be overlooked in backpacks and notebooks. Communication between the school and your home is important to us. We know it is important to you.

STUDENT HANDBOOK AVAILABLE ONLINE

Visit our website
www.bethel.k12.ct.us

BOARD OF EDUCATION

In order to perform its duties in an open and public manner and in accordance with state law, the Bethel Board of Education holds regular business meetings on the third Thursday of each month at 7:00 PM in the Board of Education Offices, Meeting Room E, Clifford J. Hurgin Municipal Center, 1 School Street (*unless otherwise posted*). Parents, students and other community members are encouraged to attend. Board of Education meeting agendas, minutes, and policies can be viewed at www.bethel.k12.ct.us

Board members are unpaid elected public officials with the responsibility for governance of the school district. The members of the Bethel Board of Education are:

Melanie O'Brien, Chair	Jen Larsen, Secretary
Jennifer Ackerman, Vice Chair	Courtney Martin
Scott Clayton	Daniel Nostin
Kara DiBartolo	Cathy Schaefer
Bill Foster	

SCHOOL CONTACT INFORMATION

School	Phone #
Bethel High School	203-794-8600
Bethel Middle School	203-794-8670
R.M. T. Johnson School	203-794-8700
Frank A. Berry School	203-794-8686
Anna H. Rockwell School	203-794-8688

Separate here

BETHEL PUBLIC SCHOOLS
PARENT/STUDENT HANDBOOK
2022-2023

**My child and I have read and discussed the Student/Parent Handbook, including selected policies, procedures, and regulations.
We understand the expectations outlined and will do our best to achieve them.**

Student's Name – please print

School/Homeroom

Student's Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Name – please print

This form must be signed and returned to your Homeroom teacher by Thursday, September 29, 2022



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801

Fax: (203) 794-8723 – website: www.bethel.k12.ct.us

Kristen Brooks, Ed. D.
Assistant Superintendent of Schools
(203) 794-8613

Christine L. Carver, Ed. D.
Superintendent of Schools
(203) 794-8601

Jennifer Variale,
Director of Finance & Operations
(203) 794-8603

Christine E. Sipala, Ph.D.
Director
Special Education & Pupil Services
(203) 794-8616

Michelle D. Rutledge
Director
Teaching & Learning
(203) 794-8755

Donna Burns
Director
Instructional Technology
(203) 794-8071

Robert Germinaro
Supervisor
Facility & Security Operations
(203) 794-8609

Dear Parents and Students:

We would like to welcome you to the Bethel Public Schools and to a new school year.

All students receive this parent-student handbook, electronically through the registration process or student demographic information update at the beginning of the school year, or in some cases in hard copy. (The hard copy (only) includes a **tear-off sheet to be completed, signed, and returned to school.**) The handbook contains a calendar of the school year and information your family should have available throughout the year. At the beginning of each school year, the Board of Education is required to notify each student of certain policies, procedures, and regulations. Therefore, we are providing you with this handbook containing required information such as policies on suspension and expulsion, drugs, alcohol, dress, homework, and digital device use, among others. The Board of Education and the administration routinely review these policies and revise them to meet the needs of the community and its schools. The policies contained in this booklet are those we generally believe to be most relevant to families, but the booklet is not inclusive of all policies and administrative regulations. Please be aware that the booklet is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this handbook will be made available to students and parents through newsletters, web pages, and other communications.

Please read the enclosed information and download or keep this book for future reference during the school year. I encourage you to contact your child's principal if you have any questions concerning this information.

All of us in the Bethel Public Schools hope that the coming school year is productive, thought-provoking, and enjoyable for your entire family. Our primary purpose is to improve student achievement and we all do that in a safe and orderly environment that recognizes and rewards good citizenship. We encourage you to communicate with your child's teachers as much as possible.

Thank you for your support and cooperation.

Sincerely,

Christine Carver, Ed. D.
Superintendent of Schools

"Our Primary Purpose is to Improve Student Achievement."

THE MANDATE OF THE BETHEL PUBLIC SCHOOLS

“Our primary purpose is to improve student achievement.”

THE MISSION OF THE BETHEL PUBLIC SCHOOLS

The mission of the Bethel Public Schools, in partnership with families and the community, is to foster a culture of excellence and achievement accomplished by challenging curricula, committed teaching, and optimized learning opportunities for all students. Our graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career-ready, considerate ethical citizens, and globally competitive.

COMMITMENT TO NON-DISCRIMINATION

Nondiscrimination Statement

The Bethel Public Schools do not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, genetic information, protected veteran status or any other basis prohibited by law. The Bethel Public Schools provide equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the Bethel Public Schools nondiscrimination policies should be directed to:

Title IX District Coordinator

Dr. Kristen Brooks
Assistant Superintendent
1 School Street
Bethel, CT 06801
email: brooksk@bethel.k12.ct.us

Section 504 District Coordinator

Dr. Christine Sipala
Director of Special Education and Pupil Services
1 School Street
Bethel, CT 06801
email: sipalac@bethel.k12.ct.us

SEX OFFENDER INFORMATION

The Connecticut State Statutes require that the school district annually inform parents of the source for information regarding the presence of convicted sexual offenders who report that they reside within the Town. The State Department of Public Safety Sexual Offender Registry is at www.state.ct.us/dps. Public Act 98-11 requires sex offenders to register with state police and include photos and a DNA sample. The state then notifies the local police. The local or state police may, at their discretion, provide information from the registry to government agencies or private individuals, if the information is “necessary to protect the public or any individual in the jurisdiction.” The school system has no legal obligation to monitor any offenders but will comply with any request for action as may be prescribed by the Chief of Police.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings, and being a school volunteer are strongly encouraged.

TITLE I PARENTAL INVOLVEMENT

Parents of a child in a Title I funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review, and implementation of Title I programs.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested, as to whether the child is provided service by paraprofessionals and their qualifications.

ADMINISTRATION OF THE BETHEL PUBLIC SCHOOLS

CENTRAL OFFICE ADMINISTRATION

Dr. Christine Carver, Superintendent of Schools
Dr. Kristen Brooks, Assistant Superintendent of Schools
Ms. Jennifer Varile, Director of Finance & Business Operations
Dr. Christine Sipala, Director of Special Education and Pupil Services
Mrs. Michelle Rutledge, Director of Teaching & Learning
Mrs. Donna Burns, Director of Instructional Technology
Mr. Robert Germinaro, Supervisor of Facility & Security Operations

BETHEL HIGH SCHOOL

Mr. Christopher Troetti, Principal
Mr. Gary Lawlor, Associate Principal
Ms. Mari Lerz, Assistant Principal

BETHEL MIDDLE SCHOOL

Mr. Bryan Watson, Principal
Ms. Shannon Mariconda, Assistant Principal
Mrs. Jennie Taranovich, Assistant Principal

RALPH M.T. JOHNSON SCHOOL

Mrs. Alison Salerno, Principal
Mrs. Beth Grieco, Assistant Principal

FRANK A. BERRY SCHOOL

Mrs. Danielle Legnard, Principal
Ms. Liz DiBiase, Supervisor of Special Ed.

ANNA H. ROCKWELL SCHOOL

Ms. Trisha Soucy, Principal

Bethel Public Schools Blended Learning Environment

Family-School Partnership Guidelines & Agreement



2022-2023



Table of Contents

Table of Contents	2
Mission	3
Expectations	4
Student Chromebooks/iPads	7
Protecting the Chromebook/iPad	8
Student Responsibilities Using the Chromebook/iPad	9
Family/Parent/Guardian Responsibilities	12
BYOT	16
Bethel Public Schools Data Privacy Overview	17
Relevant Board of Education Policies	18
Student Responsible Use Agreement (Form)	27
Device/Account Student User Agreement and Parent Permission Form	28

Mission

The mission of the Bethel Public Schools, in partnership with families and the community, is to foster a culture of excellence and achievement accomplished by challenging curricula, committed teaching and optimized learning opportunities for all students. Our graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career ready, considerate ethical citizens and globally competitive.

Bethel Public Schools acknowledge that to personalize 21st century learning and facilitate global competencies require all students and staff experience an equitable blended learning environment¹ using rigorous and relevant instruction necessary for college and career readiness. Students using digital resources for engaging and self-regulating² their learning is a critical component of Bethel's blended learning environment.

Learning in Bethel Public Schools must be a continuous, dynamic interaction among students, parents, and the extended community. Implementation of a 1:1 mobile computing device initiative enables anywhere, anytime learning that is not limited by the physical confines of a classroom, school building, and/or school schedule. The district believes that purposeful technology integration in a blended learning environment liberates teachers from being deliverers/assessors of one size fits all content, and instead, allows them to be designer/activators of deep, personalized learning for all students.

Blended Learning Environment

Bethel Public Schools is committed to providing a personalized 21st century learning environment for all students. As such, the school district acknowledges that this requires all students learning and acquiring skills consistent with college and career readiness while discovering their own learning styles and career interests. [Here is a short introductory video](#) on blended learning environments.

Teachers are encouraged, trained, and expected to use multiple modes of instruction designed to address students' individualized learning styles. Also, students are encouraged, trained, and expected to stretch beyond their current learning strategies to experience learning anytime, anywhere, consistent with college and career readiness. This is blended learning. Resources to support students, staff and families regarding blended learning are found on our district [Digital Learning website](#).

To enhance the digital side of this blend, the Bethel school district is providing each student in grades PK through 12 a school-supplied device in a WiFi network using student accounts in [Google Workspace for Education](#). Students using Google Chrome and monitored by [Securly](#), can access the internet in real time for up-to-date resources and communicate and collaborate with teachers, experts, and other students. In Google Workspace for Education, students explore, analyze, and present with productivity tools. [Securly](#) has a 24/7 service that monitors students' activity in Gmail and Google Drive, including real-time content analysis. Video conferencing platforms will connect students, teachers and families remotely as needed to support instruction and family-school partnership. Finally, the Bethel Public Schools takes student data privacy seriously and complies with state and federal laws, as outlined on our [website](#). Student Google Workspace for Education accounts follow [FERPA](#) privacy guidelines since students are storing their files in the Google Cloud.

Bethel Public Schools assigns student iPads in Pre-K and Chromebooks in grades K through 12. iPads have great drag and drop apps for younger learners that may not have keyboard skills while Chromebooks have hard keyboards

¹ Blended learning environment - any classroom using multiple methods of instruction in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.

² Self-regulation is learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn.

suitable for productivity using Google apps. District issued devices come ready with installed apps needed for instructional purposes and online testing. Devices can be used at school and at home to engage in digital learning.

Bethel Public Schools is also integrating virtual reality³ (VR) and augmented reality⁴ (AR) into teaching and learning to enhance our blended learning environment and provide authentic experiences. As a part of best practices, we will continue to monitor and evaluate VR/AR and its impact on student learning. Student use of VR/AR should follow the same guidelines set by the BPS [Student Responsible Use Policy for Use of District Technology Resources](#).

In order to be successful in Bethel's blended learning environment consider the following recommendations.

Expectations

Bethel students will:

- Be empowered. **Collaborate** and do awesome things! Students are encouraged to share with each other and **think creatively**.
- Be nice! Help foster a respectful school community by practicing respectful **communication** as a physical and digital citizen.⁵ Be a positive social force face-to-face in the classroom and/or online in social media!
- Be smart and be safe. When online, be a **critical thinker** aware of personal privacy and scams to get a user's attention and information. When in doubt ask an adult before filling anything out and never respond to requests for identifiable information.
- Be careful and gentle. School resources are limited. Help take care of the school's devices and networks so that they last year to year. Use the protective case and practice the safe handling of devices.
- Be responsible. The Chromebook/iPad is a student's learning tool. Bring it to school everyday, in the protective case, with a full charge ready to go. Keep your files organized and use effective folder strategies. Use your calendar to keep track of assignments and appointments. Students who are not bringing it home are responsible for making sure it is charging in the cart.
- Be inquisitive. Explore! Question, search, analyze, evaluate, and reflect using appropriate learning tools existing in a blended learning environment.

Bethel Staff will:

- Be creative. Ensure instruction prepares students for college and career readiness.
- Be professional learners. Pursue professional learning on necessary characteristics of 21st century classroom and the [Global Competencies](#) in blended learning environments.
- Be accessible on and offline for guidance, review, and feedback.
- Be collaborators. Partner with colleagues and students to design and participate in collective experiences either as inquiry and problem solving or planning, delivering, and assessing instruction.
- Be innovators. Experiment and try things with students. Engage their technology intuition.

³ Merriam-Webster defines [virtual reality](#) as "an artificial environment which is experienced through sensory stimuli (such as sights and sounds) provided by a computer and in which one's actions partially determine what happens in the environment."

⁴ Merriam-Webster defines [augmented reality](#) as "an enhanced version of reality created by the use of technology to overlay digital information on an image of something being viewed through a device (such as a smartphone camera)" or a virtual reality headset.

⁵ Digital Citizenship refers to a person utilizing information technology (IT) in order to engage in society, politics, and government participation. K. Mossberger, et al. define digital citizens as "those who use the Internet regularly and effectively".

- Be coordinators. Use a shared calendar and class learning management system⁶ for all class sharing resources and notifications anytime, anyplace, anywhere.
- Be character models. Model quality citizenship online and offline, encouraging students as good global citizens. Ensure devices are well cared for and get maximum product lifetime.
- Be connected educators. Teachers know the world is changing. New and emerging Web technologies are connecting our children in ways never before possible. Through blogs, social networking sites, multimedia and other Web 2.0 tools, their world is becoming more and more networked and participatory. Get connected!

Google Workspace for Education

Bethel Public Schools is a Google Workspace for Education school district. As such, Bethel educators use Google Cloud services and Google apps for teaching and learning purposes. This includes Google Drive, Google Chrome, Google Classroom, and approved Google extensions. In regard to student data, Google states they operate under the same guidelines as any 'school official' and are FERPA compliant. <https://www.google.com/edu/trust/>

Google Accounts/Passwords

- Bethel students have Google accounts in grades Pre-K through 12,
- Account names are generated as year of graduation followed by the first four letters of last name and first four letters of first name. Sophomore Jane Smith would be 23SmitJane@bethel.k12.ct.us.
- Students will be provided with a username and password and must not change their password without permission. Parents and guardians can [access student usernames and passwords](#) to access Google Classroom and Google Workspace for Education through the Parent Portal.
- To comply with Google's security settings, all students passwords need to be a minimum of 8 characters.

Google Email

- Bethel middle and high school students use Google Gmail as part of Google Workspace for Education. E-mail transmissions, stored data, transmitted data, or any other use of the computer online services by students, employees or other users shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- Students' Gmail content will be monitored by [Securly](#) to support student safety and digital citizenship.
- All email and all contents are property of the Bethel School District.
- All email accounts and their contents remain archived for approximately seven years.
- Only grade 9 through 12 students are able to email outside the district. Upon approval of administration, Grade 8 students may be granted temporary access to email out of district if it enhances the learning experience (i.e. Capstone).
- Students in grades 6-8 can send and receive email from staff and students.
- Students in grades PK-5 can send and receive email from staff.
- Students will not use their Bethel Public Schools email address to sign up for accounts other than those designated by staff and approved for use by the Bethel Public Schools.

Google Drive

- Google Drive is a cloud service that has the Google production suite of apps and a virtual drive. Here is a [short introduction](#).
- Students are expected to maintain their work files in Google Drive with appropriate shares determined by their teachers.
- Google Drive folders may follow students through their grade levels as an ongoing portfolio of their work. Each student account has plenty of storage capacity.

⁶ Learning management system - is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs. Google Classroom is an example at Bethel Public Schools

- Students are encouraged to backup important items saved to *Files* on a Chromebook to a USB device.
- Students leaving or graduating from Bethel schools can choose to backup their documents to a public cloud service as their Google Workspace for Education account will be disabled.
- Students' Google Drive content is monitored by [Securly](#) to support student safety and digital citizenship.

Blended Learning Environment

- Bethel Public Schools recommends teachers use Google Classroom as a Google Drive tool for making announcements, sharing files, conducting polls, posting to class calendars and creating portfolios.
- Teachers can post assignments, assessments, due dates, communications, polls, and share a class calendar. Folders automatically populate into student google drives and students can communicate directly with teachers or members of their class.
- Teachers can also collaborate as co-teachers on projects in Google Classroom.
- Here is a 4 minutes parent introduction to [Google Classroom](#).
- Additional resources to support families with Google Classroom could be found on our [Blended Learning website](#).

Video Conferencing

Video conferencing may be used by the Bethel Public Schools to support instruction when necessary, and to enhance family-school partnerships. Video conferencing software will allow students, teachers and families to connect remotely as needed, and will allow for anytime, anyplace learning in a blended classroom.

Accounts

- Students can join a meeting/class setup by a staff member using the provided Google Meet video conferencing link. With this said, students may not
 - Initiate a video conference.
 - Attend meetings outside the Bethel domain with their BPS account.
- Bethel Public School Staff accounts will include enhanced security controls offered to educational institutions through our Google Workspace for Education account. The following account settings will be enabled at the district level:
 - Students cannot join before a host.
 - When a host ends the session, participants cannot reenter the session until the staff member initiates it again.

Possible Uses Include

- Synchronous learning in a remote learning environment.
- Student collaboration within or across classes in virtual sessions and/or breakout rooms.
- Staff collaboration and continuous learning opportunities.
- Small group instruction to support students individualized learning needs.
- To provide students services and support, including those indicated in a student's individualized education program (IEP).
- Parent meetings.

General Expectation for Responsible & Ethical Use

- **Students** should attend video conferencing sessions ready to learn and follow all rules dictated by the staff member hosting the video conference. Students are expectations to demonstrate ethical and responsible behavior, academic engagement and accountability as would be the case in the classroom setting. In addition, students should follow all guidelines and expectations outlined in this Blended Learning Agreement, including but not limited to:

- Practice online [etiquette](#) (i.e. arrive on time, be in an appropriate learning environment, be a good digital citizen, use video conferencing features such as “mute” and “raise hand”).
- Do not access unauthorized video conferences on school issued and/or personal devices with school accounts.
- Always use appropriate language or images in any online class video conference.
- No photographing, video recording or audio recording other students or staff without their permission for any purposes.
- **Parents/guardians** should reinforce expectations for online etiquette, and should practice ethical behaviors that model the expectations for students outlined above. See [Parent/Family/Guardian Responsibilities](#) for additional information on the parent/guardian’s role in reinforcing expectations and supporting digital learning.

Student Chromebooks/iPads

Assigning Chromebook/iPad

In grades pre-K through 12 devices will be assigned to individual students by barcode. Students will be responsible for their assigned device as they use them within the classroom, carry the device from class to class, and/or use them at home.

Agreement

The Chromebook/iPad will be distributed to the student after both parents/guardians and students have read, agreed to, and signed the Device Policy and Agreement posted in the registration section of the [PowerSchool Parent Portal](#) and show evidence of acceptance or rejection of the Protection Plan.

Circle of Friends - Grades Pre-K3 and Pre-K4

iPads will be on a cart based model. Each student will be issued the same iPad to use on a daily basis. iPads will be used for specific instructional purposes.

Berry School, Rockwell School and Johnson School - Grades K-5

Chromebooks will be on a cart based model. Each student will be issued the same Chromebook to use on a daily basis. Chromebooks will be used for specific instructional purposes. Students may bring the device home to engage in digital learning as necessary. Students in upper elementary will take devices home more frequently in preparation for middle school.

Bethel Middle School/Bethel High School - Retrieving and Returning- Grade 6 through 12

Grade 6 students get their Chromebooks from the initial homeroom deployment at the beginning of the school year and are responsible for them through their three years at Bethel Middle School, taking them home each day and returning them charged for the next school day.

Grade 8 students will get their high school Chromebooks at the end of their 8th grade year and are responsible for them until they graduate or withdrawal from the Bethel Public Schools.

Students in grades 6 through 11 take their devices home with them at the close of the year for the summer months.

Summer and the Next Year

Chromebooks will be collected at the conclusion of the school year for any required services (grades K-5). Students in grades 6 through 12 will utilize the same assigned Chromebook from year to year, keeping the device for use over the

summer. Therefore, to ensure the lifespan of district devices, it is important for each student to take care of his/her Chromebook. Students with a school issued device in need of repair over the summer should contact their school. The secretary will submit a HelpDesk ticket in our district system on your behalf and will reach out when the device has been repaired.

Protecting the Chromebook/iPad

General Precautions

- Each student is responsible for proper care and condition of his/her school issued Chromebook/iPad at all times.
- Student Chromebooks/iPads are labeled with the device identification number and student's name, and inventoried in the school's database Destiny Resource Manager.
- Damage caused by food or drink near the device at any time will result in the family being assessed fees for fair market value or repairs.
- To prevent port damage, all cords, cables and removable storage devices must be carefully inserted and removed.
- Chromebook screens and hinges are fragile; therefore, students can never carry the Chromebook while the screen is open. iPads screens should also be handled with care.
- Screens can only be cleaned with electronic wipes or school approved spray. **Water and other cleaning solutions must not be used on the Chromebooks.**
- Students writing or drawing, placing artwork, stickers or labels on any Chromebook/iPad or device case are defacing school property as an act of vandalism.
- Students are responsible for knowing where their device is located and must never leave it in any unsupervised area.
- To protect the device it is mandatory for it to remain in a case at all times.
- To prevent potential overheating, Chromebooks must be turned off before storing in a student's locker or the charging cart.
- Students must keep devices charged. Students charging at home should designate a consistent/safe location for charging, charge overnight, and return to school with an operational device. Administrators (JES, BMS, BHS) may allow students use of a designated charging stations in the Library Learning Commons for emergencies only. Johnson, Rockwell and Berry students will have access to a charging cart in the classroom. Additional chargers are available for students (PK-5) who need to take a device home to engage in digital learning.
- Under no circumstances should Chromebooks, iPads or other devices be left in unsupervised areas. Unsupervised areas may include but are not limited to: school grounds, cafeteria, computer labs, Library Learning Commons, locker room, unlocked classrooms, unlocked lockers, and hallways. Parents and students are responsible for devices used off school grounds including field trips, sporting events, musicals, and family functions.

Student Responsibilities Using the Chromebook/iPad

All use of technology by all persons must comply with Bethel Public School's Family - School Partnership Guidelines and Agreement.

Responsible Use

Chromebooks/iPads are educational tools to be utilized for academic use only. Music, videos, games, VR/AR and websites must be approved by a classroom teacher or administrator and must be for educational use only. **All** Chromebook/iPad activity is monitored through district filtering when on campus. Additionally, each Bethel student

Google Workspace for Education account, accessible through the Chrome browser, is actively monitored through Securly on and off campus. Students are expected to use the Chromebook/iPad as a digital learning tool for research and productivity, collaboration, creativity, communication and critical thinking.

Know policies and procedures

- Follow Bethel Public School policies and regulations and all Bethel school rules by demonstrating use of Chromebooks/iPads, school computers, and other technology in a responsible and ethical manner.
- Be familiar with all Bethel Board of Education Policies and school rules. Prior to using Chromebooks/iPads assigned by the district, students must review the Bethel Board of Education policies regarding Responsible Use of District Technology Resources, Bullying and Teen Dating Violence Prevention and Intervention, Cyberbullying, Sexual and Other Unlawful Harassment, and the Board's policy on Suspension/Expulsion and Due Process.

Report issues

- Report any lost, stolen or damaged devices immediately to an administrator, teacher, the Library Media Specialist or Library Media Paraeducator.
- Report to a staff member when technology misuse is observed in or out of the classroom.
- Report a technology malfunction at school or home to a teacher. If the teacher is unable to resolve the issue, contact the Library Media Specialist in the Library Learning Commons.
- Always sign out of any computer or Chromebook/iPad after finishing work to protect their account from unwanted activity.
- Always report requests from unknown sources asking for personal information.

Practice Responsibility

- Be responsible for ensuring work is submitted electronically.
- When encountering a technology malfunction at home, students should try to complete the assignment with their own technology or without technology to the best of their ability. They should also email or contact their teacher as soon as possible. All malfunctions should be reported the next day to the classroom teacher and/or Library Learning Commons.
- Be prepared by having a charged Chromebook ready in school each day.
- Practice the same responsibilities when using a loaner Chromebook.
- Be collaborative, responsible digital citizens.

Practice Personal Safety

- Use resources from [Common Sense Media](#), a resource on personal safety and being a digital citizen. Additional resources to support staff and families can be found on our district [Digital Citizenship](#) webpage.
- Protect yourself and your digital footprint by paying close attention to identifiable information used online.
- Use digital resources that meet Connecticut requirements for [student data privacy](#) and are approved by the Bethel Public Schools for use.
- Know your accounts and passwords. Do not give away your password to any peer.
- When unsure ask questions of adults you can trust.
- Always check with an adult before filling out forms and surveys.
- Avoid ads with cookies and tracking services.
- Avoid social media topics not related to class discussions or assignments.
- Be safe! Know the resources, people, organizations, and services you contact.

Inappropriate Use

Bethel students are expected to be responsible citizens both in the community and online. Inappropriate use will result in temporary or permanent loss of technology privileges. Violations may result in disciplinary action including detentions, suspensions and/or expulsions for students pursuant to Board of Education Policy and in accordance with the school's disciplinary codes in the *Bethel Parent Student Handbook*. For any potential criminal incidents regarding Chromebooks/iPads, the district will notify the appropriate law enforcement agencies, and where appropriate, pursue criminal prosecution.

Students are strictly **prohibited** from:

Distractions:

- Using electronic resources for **other than educational purposes** in or out of class during the school day.
- Using social media sites, other than for educational purposes.
- Accessing unauthorized video conferences, chat rooms, message boards, or forums on school issued and/or personal devices.
- Excessive use of Youtube without teacher permission.
- Using online music sites for background music without teacher permission.
- Using shopping channels including Amazon, ordering food, and/or contracting services online without staff permission.
- Using inappropriate language or images in any online class video conference or in responses to forums, websites, surveys, chats, or in online learning platforms (i.e. Google Classroom, Google Workspace for Education).

Unacceptable and/or Illegal Behaviors

- Sending or knowingly receiving inappropriate or offensive messages, artwork, videos, graphics, or photos of themselves or others.
- Hacking, phishing, and or scamming information by attempting to or gaining access to other student, teacher, and or school accounts.
- Impersonating or using the likeness of other students, teachers or administrators on internet websites or in other internet forums.
- Bullying or otherwise harassing, insulting, or attacking others on or offline.
- Vandalism by wilfully destroying or vandalizing their own or other people's work, computers, networks, servers, or computer programs or files.
- Obscenity by attempting to access, upload, or transmit material that is pornographic, violent or explicitly sexual in nature, including transmitting or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean.
- Photographing, video recording or audio recording other students or staff without their permission for any purposes.
- Uploading, linking, or embedding images of self or others to non-secured, public sites (outside educational resources approved by the district) without the permission of the teacher, administrator, and a signed parental permission slip.
- Providing personal information for any reason over the internet.

Devices

- Software - Students may not remove district-installed software from school Chromebook/iPad and may not install software that is not approved by the administration or their teachers.
- Damages - Students may not destroy, deface or alter computers, tablets or related equipment not belonging to the student.
- Cases - Students must keep devices in cases.
- Usage - Students may not use school's internet, email or device for financial, commercial or any illegal activity.
- Ports - Students cannot insert foreign objects (paper clips, pens, etc.) into the ports (openings) of the Chromebook/iPad.
- Labels - Students cannot remove and/or damage District labeling of the Chromebooks/iPads.
- Settings - Students cannot adjust Chromebook/iPad settings with the exception of volume and brightness levels. If any other setting needs to be adjusted, the student must seek permission and have consent of the classroom teacher, administrator, or IT person. **Resetting the Chromebook/iPad is prohibited.**

Networks, Accounts, Passwords

- Students should have no expectation of privacy on any device using the Bethel Public Schools network infrastructure and Bethel Public Schools G-Suite account.

- Students may not change, alter, bypass, or attempt to bypass any Chromebook/iPad security measures, including filtered internet sites.
- If a student fails to keep his/her password confidential or changes the assigned username and/or password without permission, appropriate disciplinary action will be taken.
- Students who do not sign out or lock their screen during inactivity are responsible for any inappropriate activity conducted under their name. Students are also responsible for monitoring their account.
- Password sharing or attempting to discover or use another person's password or account is prohibited.
- Accessing other people's folders, files or programs without permission is prohibited.
- Knowingly placing a computer virus on a computer or network is prohibited.

Ethics

- Students are ethical content users accessing acceptable content. Unacceptable content includes violence of any kind, sexism, prejudice, organized crime, terrorist organizations, racist groups, bigotry, and human rights violations.
- Students must cite their work at all times. This includes graphics, charts, pictures, audio, music, video and any other content from internet resources. Resources are found here <https://owl.english.purdue.edu/owl/section/2/>.
- Students are required to follow this Family-School Partnership agreement, Board of Education policy, regulations, school rules, and state/federal laws.
- Students are required to comply with all trademark and [copyright laws](#) and all license agreements. Plagiarism will not be tolerated at the Bethel Public Schools. Students who plagiarize will be required to redo the assignment and be issued disciplinary consequences according to Board of Education policy and school rules. Parents will also be notified. Ignorance is not immunity; if a student is unsure, he/she should ask a teacher or parent.

Family/Parent/Guardian Responsibilities

Bethel parents should::

- Be engaged. Know your child's usernames and passwords to devices, Google Workspace for Education account, social media accounts, and Powerschool. Establish routines to log on and see student work. Check [PowerSchool](#), know teacher emails and contact them when there are questions.
- Be responsible. Periodically check the general condition of the Chromebook for cracks, scratches, and markings. Avoid damage by ensuring that the Chromebook is in the case.
- Be in control. Set rules for home use and determine appropriate hours and locations for children going online. While the Chromebook is a school issued device you still set the rules for usage in your home.
- Understand that mobile devices are 24/7 learning tools with student work and curricular resources on them. However, when outside of the school day, parents are encouraged to use common sense and sound judgment in setting rules for use at home. [Here is a great set of helpful videos.](#)
- Practice ethical and legal behavior while supporting students using digital learning tools. Photographing, video recording or audio recording other students or staff without their written permission for any purposes, including posting to social media, will be handled as a violation of student/staff privacy and [FERPA](#).
- Explore [Common Sense Media](#) and other resources on protecting children and setting rules for Internet use found on our BPS Digital Learning [website](#), including resources on [Digital Citizenship](#) and [Student Data Privacy](#).
- Talk to children about responsibilities regarding digital citizenship and internet safety. Here is an [example of texting apps](#) to be aware of from Common Sense Media.
- Review and discuss with their child the Board of Education Policies listed below in this Chromebook/iPad Guidelines and Student User Agreement.
- Ensure that school computers and Google accounts are used only by the student to whom the device is issued, the account belongs to, or by any family members assisting him/her with educational work.
- As part of the partnership agreement, parents are strongly encouraged to supervise their child's use of the computer and Internet access when in use at home.

Damaged/Destroyed/Lost/Stolen Chromebooks Claims

- In case of loss, theft, vandalism, or other criminal acts, students and parents must immediately report the theft, vandalism or other criminal acts to the school administration and must file a report with the Bethel police department.
- Claims that a Chromebook/iPad is damaged or destroyed must be reported immediately to the library circulation/help desk in the Library Learning Commons (6-12) or the classroom teacher (pre-K-5). Students who experience technical difficulties should also report the problem to the circulation/help desk in the Library Learning Commons (6-12) or the classroom teacher (pre-K-5).

Protection Plan, Cost of Repairs, or Replacement of Chromebooks/iPads (Grades pre-K - 12)

- Parents of students using district-owned devices, may enroll in the Bethel Public Schools Protection Plan program. This \$15.00 annual, non-refundable, protection plan payment is per device and covers repair and replacement in the case of accidental damage.
- Parents may opt out of the Protection Plan program, however, MUST understand they bear all costs for device repair and/or device replacements. Students will be held responsible for all damages to their Chromebooks/iPads including but not limited to broken screens, missing keys, cracked plastic, damaged trackpads, ports, and jacks, as shown in Table 1 and Table 2 below.
- Lost devices and accessories are not covered under the protection plan. Lost Chromebooks/iPads or a lost accessory, such as a power cord, will be charged the actual replacement cost. Power cords are not all the same. Chromebook/iPad power cords must be replaced with approved replacements in accordance to manufacturer's specifications.
- Since the Protection Plan covers accidental damages only, intentional damages will result in costs for device repair and/or device replacement based on Table 1 through Table 4, along with disciplinary actions.
- Repeat damage will not be covered by the Protection Plan. For example, if a screen is damaged and repaired under the plan two times, the family will have to pay the actual cost for the repair the third time the screen is damaged (see Table 1 and Table 2). Disciplinary actions and additional training on how to properly handle/use the Chromebook/iPad may accompany costs ensued.

Table 1: *Approximate Chromebook parts replacement costs*

<i>Part</i>	<i>Cost</i>
Power Cord	\$25.00
Regular Screen	\$40.00
Touchscreen	\$110.00
Keyboard	\$85.00
Battery	\$50.00
Case (Exterior of Device)	\$40.00 (price varies by model)
Other	Based on repair/parts cost

Note: Labor charges for repairs may be applied if repairs occur out of district. All costs are subject to manufacturer change.

Table 2: *Approximate iPad parts replacement costs*

<i>Part</i>	<i>Cost</i>
Power Adapter (cord)	\$15.00
Power Adapter (charging brick)	\$40.00
Screen	Based on Apple repair costs
Other	Based on repair costs
Note: Labor charges for repairs may be applied if repairs occur out of district. All costs are subject to manufacturer change.	

Lost, Excessive Damage, or Stolen Chromebook/iPad

Students will be held financially responsible for any lost or stolen Chromebook/iPad including devices that are damaged beyond reasonable repair. Failure to meet replacement requirements will be considered a school obligation subject to restrictions. Families will be charged fair market value for any school-owned device issued for distance learning that is not returned.

Table 3: *Chromebook fair market value chart*

<i>Part</i>	
Year 1	\$225.00
Year 2	\$190.00
Year 3	\$150.00
Year 4	\$100.00
Note: Costs subject to change according to device manufacturer.	

Table 4: *iPad fair market value chart*

<i>Part</i>	
Year 1	\$300.00
Year 2	\$250.00
Year 3	\$200.00
Year 4	\$125.00
Note: Costs subject to change according to device manufacturer.	

BYOT

All guidelines below apply to students electing to bring their own device. While this is an option for students in grades 6 through 12, we highly encourage students to use a school issued device. Standardizing devices provides a consistent learning experience, and allows teachers and IT to support and troubleshoot students' technical problems more efficiently. A school issued device also ensures a safe and filtered internet experience for students at home or at school. District devices must be used for online standardized testing, such as NWEA or Smarter Balanced Assessment. We cannot guarantee that our IT staff can support a student owned device. Personal technology devices will be limited to the Internet only, and the speed of access will also be limited.

Guidelines

1. Students may use a privately owned electronic "Internet ready" device on the BPS wireless network with teacher, administrator, and/or IT permission. A cell phone is not considered a suitable device for digital learning in a 1:1 computing environment.
2. Since BPS students are issued a Chromebook, there is no reason for students to use their cell phones in class unless otherwise directed by their teacher. The use of a privately owned electronic device is to support and enhance instructional activities only. Therefore, unless specifically directed by the teacher, cell phones are strictly prohibited from use within classroom/instructional time.
 - a. Elementary students with cell phones should keep devices off and in their backpacks.
 - b. BMS students must leave cell phones off and in their lockers during the school day.
 - c. In order to create a structure that prioritizes engagement in learning and positive peer interactions, students at Bethel High School will put their phones & earbuds/headphones in the hanging pockets or the technology storage device utilized by the classroom teacher during all classes and Wildcat Time. The phones & earbuds/headphones must remain in the storage device until the end of the class period. Students will not be able to use their phones if they receive a pass to the restroom. Students will have access to their phones during Learning Labs, lunch time and passing time.
3. Students should not access the Internet using any external Internet service.
4. No privately owned electronic device may be connected to the BPS network by a network cable plugged into a data outlet. Network access is provided via Wi-Fi access only.
5. No student shall establish a wireless ad-hoc or peer-to-peer network using his/her electronic device or any other wireless device while on school grounds. This includes, but is not limited to, using a privately owned electronic device as a cabled or wireless hotspot for server purposes.
6. Voice, video and image capture applications may only be used with teacher, administrator, or IT permission and with the acknowledgement and permission of all those involved.
7. Sound should be muted unless the teacher or administrator grants permission for use of sound associated with the instructional activities. A teacher or administrator may permit the use of earbuds or other types of headphones.
8. The privately owned electronic device owner is the only person allowed to use the device.
9. No school-owned academic or productivity software can be installed on personal devices.
10. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
11. Devices are brought to school at the students' and parents' own risk. In the event that a privately owned device is lost, stolen or damaged, BPS is not responsible for any financial or data loss nor the investigations into the loss of the device.
12. Violation of school policies, district policies or regulations, local, state and/or federal laws while using a personal electronic device on the BPS wireless network will result in appropriate disciplinary and/or legal action as specified in the Parent - Student Handbook, School Board policy and regulation as well as by local, state and/or federal law.
13. The BPS IT personnel, interns, or student IT help desk personnel cannot attempt to repair, correct, troubleshoot or be responsible for malfunctioning personal hardware or software.

14. The BPS reserves the right to examine the privately owned electronic device and search its contents if there is reason to believe that BPS policies or regulations or local, state and/or federal laws have been violated.
15. The BPS reserves the right to take a privately owned electronic device that is being used or suspected of being used in violation of these Guidelines. The BPS may search privately owned electronic devices when reasonable, articulable suspicion exists that the device was used in violation of these Guidelines, the Code of Student Conduct, Parent - Student Handbook, School Board policy or regulation, or local, state or federal law or regulation. Such searches are limited to the scope of suspected violation. The BPS may contact appropriate law enforcement agencies and provide information concerning the use of the device for suspected violations of law or regulations.

Bethel Public Schools Data Privacy Overview

Commitment to Student Data Privacy:

Bethel Public Schools is committed to innovative teaching and learning using 21st century personalized curriculum with 1:1 digital resources available in a protected anytime anywhere learning environment. While we are dedicated to provide rich, relevant, and rigorous resources we will only do so in compliance with Federal and State laws on student data privacy.

Plan Overview:

1. Ensure we are compliant with Federal Privacy Acts and have parent sign off on our Parent Student Handbook
2. Unpack, analyze, and apply the [Conn. Gen. Stat. §§ 10-234aa et seq](#) to our district (see below)
3. Communicate with the State Department of Education, State Commission for Educational Technology, and other school districts on best practices on student data privacy
4. Create and post information as relates to student data privacy
5. Establish a vetting process for digital resources in our district
6. Train staff and students to best practices as relates to student data privacy
7. Keep our community informed on our efforts and best practices regarding student data privacy

The Law

On June 9, 2016, Governor Malloy signed into law [Public Act No. 16-189](#), “An Act Concerning Student Data Privacy” (the “Act”), which ushers in sweeping changes to the protection and use of student data. As schools increasingly turn to software, web-based learning, mobile apps, cloud computing and other electronic methods to improve student outcomes and the educational experience, the Act sets forth minimum privacy and contractual standards for all parties involved in the creation, use, or handling of student data. (Source: [Shipman & Goodwin](#))

[Public Act No. 17-200](#) makes revisions to the student data privacy act of 2016. As of July 10, 2017, the provisions of HB 7207 are in effect, including a mandate that as of July 1, 2018 local or regional boards of education must begin entering into written contracts with Operators, Contractors, and Consultants with which they share student data. This act also modifies the deadline for the board of education to electronically notify students, parents and guardians about a breach of student data from 48 hours to two business days after becoming aware of a breach.

In compliance with Connecticut's student data privacy law ([Conn. Gen. Stat. §§ 10-234aa et seq](#)) Bethel Public Schools enters into contracts with Operators, Contractors, or Consultants who have access to student data that is physically or virtually stored outside of the Bethel Public Schools. Student data includes student records, personal student information, and student generated content .

The law designates ten requirements for three types of student data (a) directory information, (b) personally identifiable information, and (c) student generated content. These ten requirements apply to three categories of

vendors using student data namely operators, contractors, and consultants. Our Bethel contract contains direct language to these terms and specifically addresses the ten requirements each vendor must sign off on.

Additional information about student data privacy could be found on our district [website](#) dedicated to this topic, including a page outlining [approved digital resources](#).

Relevant Board of Education Policies

[Relevant Board of Education Policies](#)

Students and parents are expected to review and be familiar with all relevant Bethel Board of Education Policies. The following policies are located in the *Parent/Student Handbook of Selected Policies Procedures and Regulations* and The Bethel Board of Education Policy [page](#).

- Bethel Board of Education Bullying and Teen Dating Violence Prevention and Intervention Policy (5131.911)
- Cyberbullying Policy (5131.913)
- Sexual and Other Unlawful Harassment Policy (5145.42)
- Suspension/Expulsion Due Process Policy (5114)
- Student Responsible Use Policy (6141.321)
- Student Privacy (6162.521)
- State Penal Code on Computers

6141.321

Instruction

Student Responsible Use Policy for Use of District Technology Resources

Bethel Public Schools (the “District”) is pleased to offer students access to District computers and instructional technologies, communications and data management systems, informational technologies and the Internet, and an array of other technology resources to promote educational excellence and innovation. While using District and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, or using District technology resources via off-campus remote access, each student must act in an appropriate, ethical manner consistent with school, District, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities, to establish expectations, and to monitor student behavior when using technology.

Access to District technology resources is provided to students who act in appropriate and responsible ways. Prior to being allowed access to the Internet at school or through technology resources provided through the District, students and their parents must sign the District’s Responsible Use Agreement acknowledging their responsibilities. Students must comply with all District regulations and protocols outlined in this policy and the Bethel Blended Learning Family School Partnership Guidelines and Agreement to be permitted the use, and maintain use, of District technology resources.

The District’s technology resources are provided to students to conduct research, access curriculum resources, enhance parent and student involvement in the educational process, complete assignments, and communicate effectively. The District grants access to its District technology resources as a privilege for students who conform

to behavioral expectations with respect to use of technological resources. Just as students are responsible for making good behavior decisions in a classroom or on school grounds, they are responsible for making good decisions and being a good digital citizen when using District technology resources or personal technology in a manner that impacts the school environment. Inappropriate use compromises the instructional goals of the District, jeopardizes the safety and security of students, exposes the District to risks including virus attacks, and endangers network systems and services.

If a student violates any of these rules, his/her use of the District's technology resources may be terminated and future access may be denied. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. Formal disciplinary action may also result. If possible criminal activity is discovered, the proper law enforcement authorities may be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion.

Definitions

District Technology Resources:

For the purposes of the District's BYOT policy, "District Technology Resources" refers to District's computers, District issued user accounts, District issued personal data devices (including Smartphones, tablets, and other mobile or handheld devices) and instructional technologies; communications and data management systems; informational technologies and the Internet; and a variety of other technology resources in order to promote educational excellence.

Personal Technology:

For the purposes of the District's BYOT policy, "personal technology" refers to privately owned 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. These devices may include, but are not limited to, personal laptops, handheld and wearable Smart technologies, e-readers, network access devices, and other electronic signaling devices.

Applicable Standards for Use of District Technology Resources

In addition to the general principles set forth in this Student Responsible Use Policy and the Bethel Blended Learning Family School Partnership Guidelines and Agreement, the use of District technology resources may be affected by a number of other legal and ethical principles. While it is not possible to list all potentially applicable laws, regulations, and local standards, the following are provided:

1. The District technology resources shall only be used to access educational information and to promote learning activities both at school and home, including the facilitation of communications between the home and school.
2. All equipment (technology hardware, software and peripherals) is the property of the District and loaned to the users. The students will use equipment as directed by teachers, practice responsible care and report any malfunctions as outlined in the Bethel Blended Learning Family School Partnership Guidelines and Agreement.
3. Students shall not load personal software or programs on District computers, nor shall they download programs or programs (including browser extensions) from the Internet without the approval of their instructor and in accordance with the District student data privacy guidelines for approved digital resources.
4. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of District technology hardware, software, operating systems, or

communication and data management systems will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.

5. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display, or print over the Internet or the District network, or using the District technology resources, any infringing, defamatory, abusive, obscene, profane, sexually-oriented, threatening, offensive, or illegal material. The use of District technology resources in a manner intended to injure or humiliate others by disclosure of personal information (whether true or false), by personal attacks on others, by disparaging statements, expressed toward any person, or by disparagement of any person's or group's race, color, religion, national origin, gender, sexual orientation, or disability are strictly prohibited. Cyberbullying, as defined in Board policy 5131.913, is also specifically prohibited. It shall be the student's responsibility to immediately report any inappropriate use to the student's teacher or another staff member.
6. Although the District uses software filters to block known inappropriate websites and prohibit access to harmful materials from any device on the District's network, the District does not filter personally-owned devices outside of the District network. Safety management systems employed by the District do however block access to known harmful materials accessed from student-issued District devices, or when using District provided accounts outside of the District network. Even in the best of circumstances, filtering technology is not perfect and therefore may, in effect, both interfere with legitimate educational purposes and allow some objectionable material to be viewed.
7. The use of the District technology resources is not private. Students should not expect that files stored on or transmitted via the District's resources will be confidential. All digital transmissions are subject to monitoring by District employees and other officials. Digital storage is the District's property, and as such, network administrators and their designees may review files and communications to maintain system integrity, ensure the safety and security of students, and verify that students are using technology responsibly.
8. The District denies any responsibility for the accuracy of information obtained from the Internet or online resources.
9. The District makes no warranties of any kind, expressed or implied, for the technology resources it provides to students.
10. Copyright, trademark, service mark, patent, trade secret and other intellectual property or proprietary rights laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics and videos, which are used in student projects or reports, must be appropriately referenced and properly cited to avoid plagiarism. Materials containing or using intellectual property or proprietary rights owned by third parties, including without limitation, copyrighted materials, trademarks, service marks, patents or trade secrets, may not be placed on the Internet without the permission of the owner of the applicable intellectual rights.
11. Students shall not post or transmit their own or other's personal information such as home addresses, telephone numbers, or other personal identifying information. Last names and photos shall never be posted without the permission of all identifiable persons and/or without written permission from the owner of the copyright in the photo for such use.
12. The use of District technology resources involves the use of a password, network access code, or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole use and purpose. Such passwords and codes shall not be disclosed by student to others, except to designated school personnel for the purpose of including this information in a data management system for parent access to facilitate communication between home and school. Students are specifically prohibited from gaining or seeking to gain unauthorized access to District technology resources, from using another person's password under any circumstances, and from trespassing in or tampering with any other person's folders, work or files. In addition to security precautions applied by the District, unattended computers should be locked by the user.

13. Students shall not use District technology resources to conduct business activities or use District technology resources for any personal purpose, or in a manner that interferes with the District's educational programs. Students shall not use District technology resources for advertising, promotional or commercial purposes or similar objectives, including the purchase of any items or services.
14. Students may bring personal technology, including computers, handheld and other mobile technologies, to school provided that such technology either augments or does not adversely impact instruction. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other District technology resources from personal technology is limited to wireless access points on the school campuses or other access devices away from school. Access to the Internet or other District technology resources from personal technology is not available via hardwired connections.

Network Access by Students Using Personal Technology

Students accessing the District's wireless network must abide by the protocols outlined in the District's "Bring Your Own Technology (BYOT)" policy and the following administrative regulations:

- Students are fully responsible for all of the personal technology they bring to school.
- Students and parents should be aware that the District is not liable for any student's personal technology that is lost, stolen, or damaged.
- No personal technology can be used during any assessments or tests, unless otherwise directed by the teacher.
- Personal technology devices must be in silent mode when not in use, and put away when directed by a teacher or other school staff member. Students must adhere to all building level policies regarding personal technology devices, particularly the use and storage of cell phones and other handheld or wearable Smart technologies during instructional times.
- Students will access the District's wireless network using their school account log-ins and passwords. Students are advised that the District's network administrators have the capability to identify users and to monitor all BYOT devices while they are logged on to the network. As part of the monitoring and reviewing process, the District will retain the capacity to bypass any individual password of a student or other user. *The District technology security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes.* The District's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to the following: oversight of cloud computing and file storage systems, oversight of Internet site access, the right to review emails sent and received, the right to track students' access to video and photo sharing services, blogs, electronic bulletin boards and chat rooms, and the right to review a student's document downloading and printing.
- In order to maintain system security, the level and extent of access to District technology resources must be limited when using personal technology devices, while District-owned and managed devices will have broader access to technology resources. Personal technology devices may possibly be limited to access to the Internet only, and the speed of access may also be limited for personal devices. Levels of access to District resources from personal technology are subject to adjustments and changes at any time.
- Students are not permitted to transmit or post photographic images or videos on public and/or social-networking sites which they have taken of any person on school grounds. Disciplinary action may also be taken against those who use telecommunication devices to cause mental or physical distress to other members of the school community.

- Personal technology devices must be charged prior to bringing them to school and must operate using their own batteries while at school.
- To ensure appropriate network filtering, students will only use the BYOT wireless connection in school and will not attempt to bypass the network restrictions by using -cellular data access networks.
- Students will be held accountable for knowingly infecting the District's technology resources with a virus, malware, or any program designed to damage, alter, destroy, or provide access to unauthorized data or information. These actions are a violation of the Student Responsible Use Policy and will result in disciplinary consequences and criminal prosecution, if applicable. The District has the right to collect and examine any personal technology device that is suspected of causing problems or is the source of an attack or virus infection.
- Students may only access electronic files or Internet sites which are approved for use by the district, relevant to the classroom curriculum, and/or suggested by a teacher or other staff member for educational purposes. Students are prohibited from processing or accessing information related to "hacking," altering, or bypassing network security policies, and they will be subject to disciplinary consequences and criminal prosecution, if applicable.
- Students should be aware that printing from personal technology devices will not be possible at school.
- Students should not physically share their personal technology devices with other students.
- A student's personal technology device may be searched by District personnel if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."

Consequences for Violating the Student Responsible Use Policy

Misuse of District and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, and District technology resources on or off campus may result in disciplinary action up to and including suspension, expulsion, or appropriate criminal or civil action. Disciplinary action may also be taken against those who use telecommunication devices to cause mental or physical distress to other members of the school community. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. This policy shall be used in conjunction with Bethel Board of Education policies and other local, state and federal laws and regulations.

Students, parents, and guardians should recognize that the nature of the use of District technology resources extends outside of the school itself and into off-campus remote locations such as homes. The District's jurisdiction to enforce student behavior and discipline policies and rules shall apply whether the misuse or violation is at school or away from school as long as the District's technology resources are being used in an inappropriate manner.

Legal Reference:

Connecticut General Statutes

53a-182b. Harassment in the first degree: Class D felony. (as amended by PA95-143)

20 U.S.C. Section 6777, No Child Left Behind Act

20 U.S.C. 254 Children's Internet Protection Act of 2000

47 U.S.C. Children's Online Protection Act of 1998

Policy Approved: June 7, 1999

Policy Revised: 3/9/2004, 5/22/06, 5/10/07, 6/28/11, 5/6/14, 5/19/2020

BETHEL PUBLIC SCHOOLS

Bethel, CT

Connecticut Penal Code

PART XXII*

COMPUTER-RELATED OFFENSES

*See Sec. 53-451 et seq. re computer crimes.

Sec. 53a-250. Definitions. For the purposes of this part and section 52-570b:

- (1) "Access" means to instruct, communicate with, store data in or retrieve data from a computer, computer system or computer network.
- (2) "Computer" means a programmable, electronic device capable of accepting and processing data.
- (3) "Computer network" means (A) a set of related devices connected to a computer by communications facilities, or (B) a complex of two or more computers, including related devices, connected by communications facilities.
- (4) "Computer program" means a set of instructions, statements or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.
- (5) "Computer services" includes, but is not limited to, computer access, data processing and data storage.
- (6) "Computer software" means one or more computer programs, existing in any form, or any associated operational procedures, manuals or other documentation.
- (7) "Computer system" means a computer, its software, related equipment, communications facilities, if any, and includes computer networks.
- (8) "Data" means information of any kind in any form, including computer software.
- (9) "Person" means a natural person, corporation, limited liability company, trust, partnership, incorporated or unincorporated association and any other legal or governmental entity, including any state or municipal entity or public official.
- (10) "Private personal data" means data concerning a natural person which a reasonable person would want to keep private and which is protectable under law.
- (11) "Property" means anything of value, including data.

(P.A. 84-206, S. 1; P.A. 95-79, S. 183, 189.)

History: P.A. 95-79 redefined "person" to include a limited liability company, effective May 31, 1995.

See Sec. 53-451 re computer crimes.

Sec. 53a-251. Computer crime.

(a) Defined. A person commits computer crime when he violates any of the provisions of this section.

(b) Unauthorized access to a computer system.

- (1) A person is guilty of the computer crime of unauthorized access to a computer system when, knowing that he is not authorized to do so, he accesses or causes to be accessed any computer system without authorization.
- (2) It shall be an affirmative defense to a prosecution for unauthorized access to a computer system that:
 - (A) The person reasonably believed that the owner of the computer system, or a person empowered to license access thereto, had authorized him to access;
 - (B) the person reasonably believed that the owner of the computer system, or a person empowered to license access thereto, would have authorized him to access without payment of any consideration; or
 - (C) the person reasonably could not have known that his access was unauthorized.

(c) Theft of computer services. A person is guilty of the computer crime of theft of computer services when he accesses or causes to be accessed or otherwise uses or causes to be used a computer system with the intent to obtain unauthorized computer services.

(d) Interruption of computer services. A person is guilty of the computer crime of interruption of computer services when he, without authorization, intentionally or recklessly disrupts or degrades or causes the disruption or degradation of computer services or denies or causes the denial of computer services to an authorized user of a computer system.

(e) Misuse of computer system information. A person is guilty of the computer crime of misuse of computer system information when:

- (1) As a result of his accessing or causing to be accessed a computer system, he intentionally makes or causes to be made an unauthorized display, use, disclosure or copy, in any form, of data residing in, communicated by or produced by a computer system; or
- (2) he intentionally or recklessly and without authorization (A) alters, deletes, tampers with, damages, destroys or takes data intended for use by a computer system, whether residing within or external to a computer system, or (B) intercepts or adds data to data residing within a computer system; or
- (3) he knowingly receives or retains data obtained in violation of subdivision (1) or (2) of this subsection; or (4) he uses or discloses any data he knows or believes was obtained in violation of subdivision (1) or (2) of this subsection.

(f) Destruction of computer equipment. A person is guilty of the computer crime of destruction of computer equipment when he, without authorization, intentionally or recklessly tampers with, takes, transfers, conceals, alters, damages or destroys any equipment used in a computer system or intentionally or recklessly causes any of the foregoing to occur.

(P.A. 84-206, S. 2.)

See Sec. 53-451 re computer crimes.

See Sec. 53a-301 re computer crime in furtherance of terrorist purposes.

Cited. 49 CA 582.

Sec. 53a-252. Computer crime in the first degree: Class B felony.

(a) A person is guilty of computer crime in the first degree when he commits computer crime as defined in section 53a-251 and the damage to or the value of the property or computer services exceeds ten thousand dollars.

(b) Computer crime in the first degree is a class B felony.

(P.A. 84-206, S. 3.)

Sec. 53a-253. Computer crime in the second degree: Class C felony.

(a) A person is guilty of computer crime in the second degree when he commits computer crime as defined in section 53a-251 and the damage to or the value of the property or computer services exceeds five thousand dollars.

(b) Computer crime in the second degree is a class C felony.

(P.A. 84-206, S. 4.)

Sec. 53a-254. Computer crime in the third degree: Class D felony.

(a) A person is guilty of computer crime in the third degree when he commits computer crime as defined in section 53a-251 and (1) the damage to or the value of the property or computer services exceeds one thousand dollars or (2) he recklessly engages in conduct which creates a risk of serious physical injury to another person.

(b) Computer crime in the third degree is a class D felony.

(P.A. 84-206, S. 5.)

Sec. 53a-255. Computer crime in the fourth degree: Class A misdemeanor.

(a) A person is guilty of computer crime in the fourth degree when he commits computer crime as defined in section 53a-251 and the damage to or the value of the property or computer services exceeds five hundred dollars.

(b) Computer crime in the fourth degree is a class A misdemeanor.

(P.A. 84-206, S. 6.)

Sec. 53a-256. Computer crime in the fifth degree: Class B misdemeanor.

(a) A person is guilty of computer crime in the fifth degree when he commits computer crime as defined in section 53a-251 and the damage to or the value of the property or computer services, if any, is five hundred dollars or less.

(b) Computer crime in the fifth degree is a class B misdemeanor.

(P.A. 84-206, S. 7.)

Sec. 53a-257. Alternative fine based on defendant's gain.

If a person has gained money, property or services or other consideration through the commission of any offense under section 53a-251, upon conviction thereof the court, in lieu of imposing a fine, may sentence the defendant to pay an amount, fixed by the court, not to exceed double the amount of the defendant's gain from the commission of such offense. In such case the court shall make a finding as to the amount of the defendant's gain from the offense and, if the record does not contain sufficient

evidence to support such a finding, the court may conduct a hearing upon the issue. For the purpose of this section, "gain" means the amount of money or the value of property or computer services or other consideration derived.

(P.A. 84-206, S. 8.)

Sec. 53a-258. Determination of degree of crime.

Amounts included in violations of section 53a-251 committed pursuant to one scheme or course of conduct, whether from the same person or several persons, may be aggregated in determining the degree of the crime.

(P.A. 84-206, S. 9.)

Sec. 53a-259. Value of property or computer services.

(a) For the purposes of this part and section 52-570b, the value of property or computer services shall be:

- (1) The market value of the property or computer services at the time of the violation; or
- (2) (2) if the property or computer services are unrecoverable, damaged or destroyed as a result of a violation of section 53a-251, the cost of reproducing or replacing the property or computer services at the time of the violation.

(b) When the value of the property or computer services or damage thereto cannot be satisfactorily ascertained, the value shall be deemed to be two hundred fifty dollars.

(c) Notwithstanding the provisions of this section, the value of private personal data shall be deemed to be one thousand five hundred dollars.

(P.A. 84-206, S. 10.)

Sec. 53a-260. Location of offense.

(a) In any prosecution for a violation of section 53a-251, the offense shall be deemed to have been committed in the town in which the act occurred or in which the computer system or part thereof involved in the violation was located.

(b) In any prosecution for a violation of section 53a-251 based upon more than one act in violation thereof, the offense shall be deemed to have been committed in any of the towns in which any of the acts occurred or in which a computer system or part thereof involved in a violation was located.

(P.A. 84-206, S. 11.)

Sec. 53a-261. Jurisdiction.

If any act performed in furtherance of the offenses set out in section 53a-251 occurs in this state or if any computer system or part thereof accessed in violation of section 53a-251 is located in this state, the offense shall be deemed to have occurred in this state.

Source: https://www.cga.ct.gov/current/pub/chap_952.htm#sec_53a-250

Student Responsible Use Agreement (Form)

Limitation of Liability

The District shall not be responsible for any damages suffered by the student, including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the Internet or communications technologies is at the student's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. The District assumes no liability for personal technology, including computers, handheld and wearable Smart Technologies, network access devices, or other electronic signaling devices if such devices are damaged, lost, or stolen. The student and his/her parent/guardian shall indemnify and hold The District harmless from any losses sustained as the result of misuse of the District's technology resources by the student, and/or the loss or damage of personal technology.

Agreement

I/We have read, understand, and will abide by the District's Student Responsible Use Policy, as described above. As a parent or guardian, I hereby consent to my child's or ward's use of the District's technology resources. I/We also agree to hold the District harmless for any damages suffered by my child/ward, including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people arising from or connected to the use of the District technology resources.

Student User Name (Please Print): _____

Student User Signature: _____ **Date:** _____

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature: _____ **Date:** _____

(Parent/Guardian must sign if student user is under 18 years old.)

Please return this page of the Responsible Use Policy within one week.

If you have questions, please direct them to your school administrator. Thank you!

Device/Account Student User Agreement and Parent Permission Form

As a user of the Bethel Board of Education's computer network and as a recipient of a Bethel Public Schools' Chromebook/iPad and/or Bethel account, I acknowledge receipt of and hereby agree to comply with the **"BPS Blended Learning Environment Family School Partnership Guidelines & Agreement"** and with the **"Bethel Board of Education Student Responsible Use"** Policy. I understand that my use of a Chromebook/iPad and/or Bethel account is subject to all policies and regulations of the Bethel Board of Education. Specifically, I agree that I have reviewed and understand the Bethel Board of Education Bullying and Teen Dating Violence Prevention and Intervention Policy (5131.911), Cyberbullying Policy (5131.913), Sexual and Other Unlawful Harassment Policy (5145.42), Suspension/Expulsion Due Process Policy (5114), and Responsible Use Policy (6141.321).

Student Name (PRINT) _____

Student Signature _____ Date _____

As the parent or legal guardian of the minor student signing above, I grant permission for the student named to access networked computer services and school computer hardware. I have read, reviewed and understand the **"Bethel Public Schools Responsible Use"** Policy and the **"BPS Blended Learning Environment Family School Partnership Guidelines & Agreement"** and I have discussed both fully with my child.

Children's Online Privacy Protection Act (COPPA)

- The Children's Online Privacy Protection Act (COPPA) requires parental permission whenever a website or application collects personally identifiable information from children under age 13.
- By participating in Google Workspace for Education, student information may be collected and stored electronically and shared with the District.
- The District's use of student information is for educational purposes only.
- For more information on COPPA compliance, see the Federal Trade Commission's website at www.ftc.gov/coppa
- The privacy policies associated with the use of Google Workspace for Education are available at <https://www.google.com/enterprise/apps/education/benefits.html>
- Please refer to the [BPS Student Data Privacy website](#) for additional information.

I further understand my rights under the Children's Online Privacy Protection Act (COPPA), described above, and I give permission for my child to use Google Workspace for Education and other digital resources that meet CT student data privacy requirements on my child's Chromebook/iPad and/or using my child's Bethel account. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use by setting and conveying the school's standards, procedures and rules when selecting, sharing, or exploring information and media. I acknowledge receipt of and hereby agree that I have discussed with my child and that my child will comply with the Bethel Public Schools **"Chromebook/iPad Policies and Student User Agreement"** and with the **"Responsible Use"** Policy.

Parent/Guardian Name (PRINT) _____

Parent/Guardian Signature _____ Date _____

BETHEL PUBLIC SCHOOLS 2022- 2023 CALENDAR

August					3
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

23 - BHS Freshman Orientation
22-24 - New Staff Orientation
25,26 - Professional Learning Day - No School - K-12
29 - First Day of School (Note: Full Day K-12)

September					20
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

5 - Labor Day
21 - Professional Learning - ED - K-12
26 - Rosh Hashanah

October					19
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

5 - Yom Kippur
12 - PSAT & Prof. Learning - Early Dismissal - BHS ONLY
14 - Professional Learning Day - No School K-12
26,27,28 Conference Day - Early Dismissal - K-12
25 - Professional Learning - Early Dismissal - BHS (*BHS No Conferences)
27 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS

November					18
M	T	W	T	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

8 - Professional Learning Day - No School - K-12
11 - Veteran's Day Observed
23 - Early Dismissal K-12
24-25 - Thanksgiving Recess

December					17
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

14 - Professional Learning - ED - K-12
23 - Early Dismissal - K-12
26 - 30 - Holiday Recess

January					19
M	T	W	T	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

2 - New Year's Day Observed
13 - Professional Learning Day - No School - K-12
16 - Martin Luther King Day

February					18
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

8 - Professional Learning - ED - K-12
*20-21 Presidents' Day Recess

March					23
M	T	W	T	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

15, 16, 17 - Conference Day - Early Dismissal - K-8
15 - *Full School Day - BHS ONLY (no no conferences)
16 - Conference Day (Evening) & Prof. Learning - Early Dismissal - BHS
17 - Conference Day - Early Dismissal - BHS
22 - SAT/PSAT & Prof. Learning - Early Dismissal - BHS ONLY

April					14
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

7 - Good Friday
10 - 14 - Spring Recess

May					22
M	T	W	T	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

26 - Professional Learning Day - Early Dismissal K-12
29 - Memorial Day Observed

June					13
M	T	W	T	F	
			1	2	
5	6	7	8	9	
12 ^A	13	14	15	16	
19 ^S	20	21	22	23	
26	27	28	29	30	

12 - *Last day of school - Early Dismissal - K-12 (Tentative)
12 - High School Graduation will be no later than 9/18
Final date TBD @ 1st BOE meeting in April.

July					0
M	T	W	T	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

TBD - First Day of Summer School
4 - Fourth of July
TBD - Last Day of Summer School

- BHS Freshman Orientation
- Beginning/Ending of Student Year
- Schools Closed - Holiday/Recess
- Early Dismissal K-12- Holiday/Recess
- Professional Learning Day - Early Dismissal K-12
- Professional Learning Day - No School

BOE Approved Date: 2/14/22
Revised: 7/20/22

- Conference Day - Early Dismissal - K-12
- Conf. Day - (Evening) & Prof. Learning - Early Dismissal - BHS
- * Full School Day - BHS ONLY (* BHS No Conferences)
- SAT/PSAT & Prof. Learning - Early Dismissal - BHS ONLY
- Make-up days for emergency closings.
- #E - Built in Emergency Closing date
- #S - Snow Day/Schools Closed

*This 186-day calendar includes five (5) emergency closing days. If these days are not used they will be deducted in June. Any additional emergency closing days, beyond the five (5) included days, will be made up June 20-30, as needed. High School Graduation will take place no later than June 19th.

If 5 or more snow days are used by Presidents' Day Recess, the District will be in session on February 20th and February 21st. We will make every effort to avoid using April 10-14 as make-up days. Please be aware of this information when making travel plans. State law does not allow for extending the school day, school to be in session on a Saturday or Sunday, or going beyond June 30th.

Note: Calendar provides for 186 student days (*181st Day.)

SCHOOL TIME SCHEDULE

**Bethel Public Schools
SCHOOL TIME SCHEDULE
2022 - 2023**

SCHOOL	Regular Day		Early Dismissal (A) <small>Scheduled on District Calendar (Holiday/Breaks, Conferences/Prof. Learning)</small>		Emergency Early Dismissal (B) <small>Due to Inclement Weather/Emergency</small>		2 Hour Delay		3 Hour Delay	
	Start	Close	Start	Close	Start	Close	Start	Close	Start	Close
High	7:30	2:10	7:30	11:40	7:30	10:40	9:30	2:10	10:30	2:10
Middle	8:15	2:55	8:15	12:25	8:15	11:25	10:15	2:55	11:15	2:55
Berry/Rockwell & Johnson	8:55	3:30	8:55	1:00	8:55	12:00	10:55	3:30	11:55	3:30
Circle of Friends AM <small>(3 yr olds - M, T, R, F) (4 yr olds - M through F)</small>	8:15	10:55	8:15	9:45	8:15	11:25	10:15	12:00	CANCELED	CANCELED
Circle of Friends PM <small>(3 yr olds - M, T, R, F) (4 yr olds - M through F)</small>	12:15	2:55	10:55*	12:25	CANCELED	CANCELED	1:10	2:55	12:15	2:55
Circle of Friend Full Day <small>(4 yr olds - M through F)</small>	8:15	2:55	8:15	12:25	8:15	11:25	10:15	2:55	11:15	2:55

*An unscheduled Early Dismissal results in the cancellation of PM Circle of Friends

ADDITIONAL INFORMATION OF WHICH YOU SHOULD BE AWARE

PHYSICAL EXAMINATION REQUIREMENTS In accordance with Connecticut State Law, all students are required to have physical examinations prior to Kindergarten, and at Sixth and Ninth Grade levels, as well as immunizations per Connecticut General Statute 10-204a. If you have any questions regarding this matter, please contact your school nurse.

HEALTH RECORDS School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out of state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPPA) to maintain the privacy of protected health information.

STUDENT RECORDS The records of students maintained at the individual schools are accessible to you under established procedures. Under the Family Educational Rights and Privacy Act (FERPA) of 1974, parents and eligible students are accorded the following rights regarding educational records: 1) inspect and review the student's education records; 2) request the amendment of the student's records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy rights or other records except to the extent that FERPA regulations authorize disclosure without consent; 4) file with the US Department of Education a complaint concerning alleged failures by the Bethel Public Schools to comply with FERPA regulations; and 5) obtain a copy of Bethel Public School's policies for student records. Copies of these can also be found on the District website at www.bethel.k12.ct.us

Google Apps For Education (GAPE) School Agreement:

FERPA. The parties acknowledge that (a) Customer Data may include personally identifiable information from education records that are subject to FERPA ("FERPA Records"); and (b) to the extent that Customer Data includes FERPA Records, Google will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA. 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.

STUDENT RELEASE It is the practice of the Bethel Public Schools to release a student from school to either parent unless the school administration has received legal documentation (usually a court order) restricting custody to one parent. In such a case, the student will be released only to the parent having legal custody.

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

PHOTOGRAPHING OF STUDENTS From time to time, photographs or videos are taken of classrooms “in action” to demonstrate a particular aspect of a curriculum or the implementation of a specific program. These photographs or videos are sometimes used in a presentation to the Board of Education, teachers, parent groups, and community groups. On occasion photographs of students are placed in newspapers concerning events at school. If you object to a photograph or video of your child used in the manner described, please contact your building principal in writing to make him or her aware of your preference.

EMERGENCY/NO SCHOOL/DELAYED OPENING/EARLY DISMISSAL ANNOUNCEMENTS

Arrangements have been made with a number of radio and television stations to broadcast “No School/Delayed Opening/Early Dismissal Announcements.” We ask that parents and students tune in to one of the following stations when weather conditions indicate that school sessions might be canceled. PLEASE DO NOT CALL THE SCHOOLS, POLICE, OR RADIO/TV stations. Radio and television stations will broadcast school cancellations starting as early as 5:15 a.m. However, in the event that a delay or cancellation is not called, parents are encouraged to keep children home if they deem local neighborhood conditions unsafe for travel to schools. Parents will be notified of **unscheduled** early dismissals by our Automated Voice Message System.

This notification service gives us additional options to communicate including messages via voice (landline and cell phones), email, and text messages (cell) regarding emergency situations and important announcements. Families are enrolled **automatically** for this service as it is tied to our student database (PowerSchool). The phone numbers and email addresses used for your student(s) are those associated with parent/guardian contact information. We utilize this automated message system as needed, but ask that you note the following important details:

- All 3 messaging services in which you are enrolled [phone (voice), text, and email] are used for emergency situations, school early dismissals due to weather or other emergencies such as power outages, water main breaks, security issues, etc.
- Newsletters and other communications from the Superintendent’s office and/or your child’s school may be sent through email. Please check your email often.
- **You must update your child(s) demographic information directly in the PowerSchool Parent Portal by clicking on the expand icon located on the upper right-hand side of the screen when you have changes to your information** (phone numbers, email addresses, etc.) so that our PowerSchool database can be updated.

Announcements will also be made on the Bethel Public Schools Website. www.bethel.k12.ct.us, [BPS Facebook page](#), and via [Twitter @BethelCTSuper](#)

Radio:

WLAD	Danbury	800 AM
WINE	Brookfield	940 AM
WICC	Bridgeport	600 AM
WEBE	Bridgeport	108 FM
WEZN	Bridgeport	100 FM

TV:

WFSB	Hartford	Channel 3
WTNH	New Haven	Channel 8
WVIT	West Hartford	Channel 6

You can also register to receive text message notifications through www.ctweather.com. (Text messaging rates may be applied by your carrier.)

Automated Voice Message System (SchoolMessenger) Call-In Message Retrieval

The automated message system, SchoolMessenger, allows us to communicate important information to parents, guardians, and staff via voice, text message, and email. Our SchoolMessenger account has a Call-in Message Retrieval feature.

The **Call-In Message Retrieval** feature is a powerful option that allows **SchoolMessenger** phone call recipients to dial a toll-free number where they can replay previous phone notifications that they may have missed, or someone else answered the call, in cases where a cell phone call was dropped before the message could be completed, the reception was poor and/or the recipient was unable to understand the message.

This feature allows phone call recipients to dial a toll-free number and replay phone notifications.

The SchoolMessenger caller ID for all phone notifications is: [855\) 326-1797](tel:8553261797).

Please add this number as a contact in your phone so you can easily identify the call is coming from the Bethel Public Schools.

Please Note: When a recipient wants to call into the system to listen to a message they might have missed, they simply hit re-dial on their phone, and, if their caller ID is not blocked, the system will identify them and play back the most recent 10 calls to that number from the past 30 days - including the time/date that the message was sent.

If the recipient has their caller ID blocked, the system will prompt them to enter the number that received the original call, after which the system will replay the recent messages to that number.

SCHOOL CLOSURE OR CANCELLATION OF CLASSES IN AN EMERGENCY SITUATION

In the event of the need to close schools and cancel classes for an extended period of time, as a result of a directive from the Governor's office and/or the federal government, the District will implement a program of instruction using computers and distance learning. Transportation to schools and school after-school activities will not be available. In addition, students receiving free breakfast and/or lunch programs will continue to receive them. Pickup points or a means of delivery will be announced via the district's emergency notification system and through information posted on district and school websites and social media.

SCHOOL SECURITY AND SAFETY

Each school in the District (beginning July 1, 2014) developed and implemented a school security and safety plan based upon the standards issued by the Department of Emergency Services and Public Protection. Each school, as required by law, established a school security and safety committee, which assisted in the development and administration of the school's security and safety plan. Each district school will conduct a security and vulnerability assessment every two years.

For the school year commencing July 1, 2014, and each school year thereafter, the District will develop, maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan"). The plan is based upon the standards promulgated by the Department of Emergency Services and Public Protection. Development and implementation of the plan includes collaboration with local and state emergency responders, (law enforcement, fire department, emergency rescue squads, and local public health administrators). The plan, representing an all hazards approach, utilizes the four recognized phases of crisis management: (1) mitigation/prevention, (2) preparedness, (3) response, and (4) recovery.



Bethel Public Schools

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Dear Parents/Guardians, Staff, and Community Members:

Every year, the Bethel Public Schools is required to provide annual notifications on a variety of topics. This letter is to provide you with annual notifications as required by law. The notifications are also contained in our district policy manual, which can be found on our website. Please note, that you will not receive a paper copy of our policy manual. All policies and consents are on our website and in our Parent Portal.

District Safe School Climate Plan

The Bethel Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment, and discrimination. To further foster safe, engaging learning environments in every District school, a District Safe School Climate Committee was established in June 2010.

The District Safe School Climate Plan represents a comprehensive approach to address bullying, teen dating violence, and cyberbullying, as well as “mean behavior,” and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying, harassment, or mean behavior. The District Safe School Climate Plan (BOE Regulation 5131.911) can be found on the district website under Board of Education Policies or can be accessed at the following link:

[District Safe School Climate Plan](#)

Student Records: Confidentiality

Bethel Board of Education Policy 5125: *Student Records: Confidentiality*. The Family Education Rights and Privacy Act (FERPA) of 1974 is the Federal law that outlines the procedures and guidelines for student privacy.

This policy and accompanying regulation requires annual notification to parents of access of student records which is designated as “Directory Information”. Directory Information is defined as one or more of the following items: student name; address; telephone number; grade; student's district email for school purposes only; photograph or digital recording; student work for public display; participation in officially recognized activities and sports; weight and height of members of athletics teams; and honors and awards received. The regulation stipulates certain

groups to which Directory Information can be released. Those groups include: Federal, state, and local government agencies; representatives of the news media, including but not limited to newspapers, magazines, and radio and television stations (typically this occurs for publication of graduates, district public relations, etc.); employers or prospective employers; district parent organizations; nonprofit youth organizations, and; military recruiters.

The building principals are designated as the custodian of records. They will normally limit or deny the release of specific categories of Directory Information unless he/she determines that such a release is required by law or is in the best interest of the student.

The regulation provides that Directory Information shall not be released when a parent or guardian has notified the school that such information shall not be released. If you choose not to have your child(ren)'s information released please update your student's demographic information in the parent portal.

If you do not opt-out while updating your student's demographic information, your child(ren)'s information will be included as Directory Information. After you have made your choice, if at any point you change your mind and would like or not like your child(ren)'s information released as Directory Information, please contact your building principal.

If you should have any questions regarding this annual notification, please do not hesitate to contact your building principal directly

Asbestos Hazard Emergency Response Act (AHERA)

The Bethel Public Schools, in accordance with federal regulation 40 CFR, Part 763, of the Asbestos Hazard Emergency Response Act (AHERA) each year is required by statute to issue a notice to update all students and staff concerning the existence of asbestos in the school building.

Currently, four of the six buildings are classified as "Asbestos Free Schools" they are Frank A. Berry School, Anna H. Rockwell, R.M.T. Johnson, and Bethel Middle School, and Bethel High School Track & Field Training Center. Bethel High School contains small amounts of the material. The material is encapsulated or enclosed in concrete and is inaccessible to students and staff.

An Asbestos Management Program has been developed to ensure that asbestos-containing materials are maintained in a condition in which they do not pose a health hazard. As part of this program, these areas are periodically inspected.

Anyone wishing additional information about our Asbestos Management Program can contact the Office of Facility & Security Operations at 203-794-8609.

Pesticide Application

Section 436 of Public Act 15-5, requires that effective October 1, 2015, schools must provide parents prior notice on our integrated pest management plan and pesticide application at schools. For any pesticide application within the schools, parents, guardians, and staff will be notified by email a minimum of 24 hours in advance of the application. It will also be posted on our district website.

Parents, guardians, and staff will be notified when an application is done at your child's/your school. All parents, guardians, and staff will be notified when an application is done at any of the fields in the Educational Park.

Our integrated pest management plan can be found on our district website under the Office of Facility & Security Operations at the following links:

[Bethel Public Schools Integrated Pest Management Plan](#)

[Athletic Fields Integrated Pest Management Plan](#)

Anyone wishing additional information about our Pesticide Application can contact the office of Facility & Security Operations at 203-794-8609.

Five-Year Radon Re-Evaluation Air Testing

The administration of the Bethel Public Schools would like to provide you with notification of our five-year Radon Re-evaluation air testing. Testing was last conducted in December 2016. In compliance with Connecticut General Statute 10-220(d), schools are required to inspect and evaluate the indoor air quality of school buildings. This required inspection and re-evaluation of indoor air quality includes evaluation of radon in air and water every five years.

Hygenix, Inc. will conduct the radon testing. To test for radon in the air, small canisters containing charcoal are placed randomly in ground-floor occupied rooms that are in contact with the ground. These canisters are left in place for three school days. Radon test results and interpretations are available on our district website under facilities. In the event that high radon levels are found during an inspection and re-evaluation, steps will be taken to correct the problem using methods suggested by the United States Environmental Protection Agency.

An educational pamphlet describing radon and the school testing program effort is also available on the district website. If you have further questions or concerns regarding radon, please feel free to contact the Town of Bethel Health Department at, (203) 794-8539 or the State of Connecticut Department of Public Health Radon Program at (860-509-7367).

Green Cleaning Program In Schools (CT Public Act 09-84)

The State of Connecticut is requiring that each local and regional board of education implement a green cleaning program for all school buildings and facilities in its district.

Bethel Public Schools is committed to the implementation of this law by providing the staff and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program as well as making it available on its web site annually. The policy will also be distributed to new staff hired during the school year and to parents or guardians of students transferring in during the school year.

- 1.** Green cleaning program means the procurement and proper use of environmentally preferable cleaning products as defined by the Department of Administrative Services (DAS) for all state-owned buildings, schools, and facilities. DAS currently requires that environmentally preferable cleaning products be independently certified by one of two third-party certified organizations: ***Green Seal or Eco Logo***

2. By July 1, 2011, and thereafter no person shall use a cleaning product in a public school unless it meets the DAS standard.
3. The types of cleaning products covered in this legislation include: general purpose, bathroom, and glass cleaners, floor strippers and finishes, hand cleaners, and soaps. The preferred green cleaning products used by this school district are listed on attachment "A"
4. Disinfectants, disinfectant cleaners, sanitizers, or antimicrobial products regulated by the federal insecticide, fungicide, and rodenticide act are not covered by this law.

The following statement will be part of this school districts program as stated in the new law;

"NO PARENT, GUARDIAN, TEACHER OR STAFF MEMBER MAY BRING INTO THE SCHOOL FACILITY ANY CONSUMER PRODUCT WHICH IS INTENDED TO CLEAN, DEODORIZE, SANITIZE OR DISINFECT"

The implementation of this program requires the support and cooperation of everyone including administrators, faculty, staff, parents, guardians and facilities staff.

Anyone wishing additional information about our Green Cleaning Program can contact the office of Facility & Security Operations at 203-794-8609.

GREEN PRODUCT LISTING

The following are the approved Green Cleaning products currently used by the school district. **Listing updates can be found on our district website under Office of Facility & Security Operations at the following link:**

[Green Cleaning Program](#)

7th Generation wipes
STOKO foam soap refill
WOW Furniture Polish
WOW Stainless Steel Cleaner
Bio-gel vandalism remover
Green floor stripper
Pro-Link Green Lighting Zinc Free Floor Finish
Pro-Link Green #2 Glass Surface Cleaner
Pro-Link Green #6 Bathroom & Bowl Cleaner
Pro-Link Green #10 General Purpose Cleaner
Pro-Link #13 Non-Solvent Cleaner/Degrease
Pro-Link #9 Neutral Cleaner
Pro-Link #3 Neutral Cleaner
2000ml Estesol hand soap refills
STOKO Spray Instant Hand Sanitizer Refill
Aciduate acid cleaner
Blitz Super Duty
Wave Guard Pro (urinal screen)
(updated 8/2018 & reviewed 8/2022)

Sincerely,

Christine Carver, Ed. D., Superintendent of Schools



Bethel Public Schools

1 School Street, P.O. Box 253, Bethel, CT 06801

Fax: (203) 794-8723 – website: www.bethel.k12.ct.us

Kristen Brooks, Ed. D.
Assistant Superintendent of Schools
(203) 794-8613

Christine L. Carver, Ed. D.
Superintendent of Schools
(203) 794-8601

Jennifer Variale
Director of Finance & Business Operations
(203) 794-8603

Christine E. Sipala, Ph.D.
Director
Special Education & Pupil Services
(203) 794-8616

Michelle D. Rutledge
Director
Teaching & Learning
(203) 794-8755

Donna Burns
Director
Instructional Technology
(203) 794-8071

Robert Germinaro
Supervisor
Facility & Security Operations
(203) 794-8609

Dear Parents/Guardians:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at their school. The Bethel Public Schools has a detailed emergency operations plan which has been formulated to respond to all hazards.

Your cooperation is necessary in any emergency.

1. Do not come to the school or telephone the school. Telephone lines may be needed for emergency communication. You will be notified of a reunification location, if necessary.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as an emergency contact in PowerSchool which is required to be updated by parents/guardians at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency
4. If students are to be kept at school, you will be notified by telephone by our automated message system, SchoolMessenger, via voice, text message, email, and appropriate announcements will be made over the following radio and television stations and our district website listed below.

WLAD	AM	Danbury	800 on the dial
WINE	AM	Brookfield	940 on the dial
WICC	AM	Bridgeport	600 on the dial
WEBE	FM	Bridgeport	108 on the dial
WEZN	FM	Bridgeport	100 on the dial

TV Channel 3, TV Channel 8, & TV Channel 6.

Bethel Public Schools Website – www.bethel.k12.ct.us

Twitter @BethelCTSuper

Bethel Public Schools Facebook Page

Students will be released only to parents/guardians and persons identified in PowerSchool. During an extreme emergency, students will be released at designated reunion locations on the school campus or elsewhere if necessary. Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact as an emergency contact in PowerSchool, as calls may still be made out of the area while incoming calls are affected. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concerns during emergencies.

Sincerely,
Christine Carver, Ed.D.
Superintendent of Schools

**BETHEL PUBLIC SCHOOLS
BETHEL, CONNECTICUT**

***INFORMATION REGARDING SECTION 504
OF THE REHABILITATION ACT OF 1973***

Section 504 is an Act which prohibits discrimination against persons with a disability in any program, activity, or service receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such an impairment; or
3. is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Bethel Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, or any other persons participating in its programs, activities, and services. No discrimination against any person with a disability will knowingly be permitted in any of the programs, activities, services, or practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the employee or child is determined to be eligible under Section 504, to afford access to appropriate educational services, or in the case of an employee, provide for modifications to the work environment.

If a parent or guardian disagrees with the determination made by the professional staff of the school district, with respect to actions regarding the identification, evaluation, or educational placement of children who, because of disability, need or are believed to need special instruction or related services, the parent or guardian has a right to examine relevant records; to request, participate in, and be represented by counsel at an impartial hearing; and to request review of the hearing decision.

If an employee disagrees with the determination made by the administrative staff of the school district with respect to the provision of reasonable accommodations for employment, he/she can address the matter through an internal grievance procedure.

Section 504 Coordinator in all matters:

Dr. Christine Sipala, Director of Special Education & Pupil Services, Bethel Public Schools
PO Box 253, Bethel, CT 06801 203-794-8616

**BETHEL PUBLIC SCHOOLS
BETHEL, CONNECTICUT**

***SECTION 504 OF THE REHABILITATION ACT OF 1973
PARENTAL RIGHTS***

Section 504 of the Rehabilitation Act provides services for students identified as having a disability, as defined by the Act, which substantially limits a major life activity. You have the following rights:

1. The right to be informed of your rights under Section 504 of the Rehabilitation Act.
2. The right for your child to have equal opportunities to participate in academic, nonacademic, and extracurricular activities in your school.
3. The right to be notified about referral, evaluation, and programs for your child.
4. The right for your child to be evaluated fairly.
5. The right, if eligible for services under Section 504, for your child to receive accommodations, modifications, and related services that will meet the child's needs as well as the needs of students without disabilities are met.
6. The right for your child to be educated with peers who do not have disabilities as much as possible.
7. The right to an impartial hearing if you disagree with the school regarding your child's educational program.
8. The right to review and obtain copies of your child's records.
9. The right to request attorney fees related to securing your rights under Section 504.
10. The right to request changes in the educational program of your child.

Section 504 Coordinator in all matters:

Dr. Christine Sipala, Director of Special Education & Pupil Services, Bethel Public Schools
PO Box 253, Bethel, CT 06801 203-794-8616

TITLE IX POLICY Title IX Federal regulations prohibit discrimination on the basis of sex in education programs and employment practices. The Board of Education has a policy of compliance with the regulations, which states, "The Superintendent of Schools has designated the Assistant Superintendent of Schools and the Director of Special Education and Pupil Services as compliance coordinators"

Title IX Compliance Coordinators:

Dr. Kristen Brooks

Assistant Superintendent of Schools Bethel
Public Schools
PO Box 253
Bethel, CT 06801
203-794-8613

Dr. Christine Sipala

Director of Special Education and Pupil Services
Bethel Public Schools
PO Box 253
Bethel, CT 06801
203-794-8616

No Child Left Behind Act

In compliance with *No Child Left Behind Act*, parents may request, and the district shall provide, in a timely manner, information regarding the professional qualifications of the student's classroom teachers.

Notification of Rights Under the Family Educational Rights and Privacy Act [FERPA]

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 Bethel Public Schools (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.

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 agency that administers FERPA is:

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

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the Bethel Public Schools (the 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 educational 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 District may disclose directory information about students after they are no longer in enrollment in the 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 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 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 District and is consistent with the District's obligations under both state and federal law.

Bethel Public Schools Food Allergy Management Plan

Introduction

The Bethel Public Schools recognize that food allergies may be life-threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a child experience such an allergic reaction while at school.

The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy, as developmentally appropriate. To this end, the Bethel Public Schools have developed the following guidelines related to the management of life-threatening food allergies for students enrolled in district schools.

The Bethel Public Schools' Food Allergy Management Plan includes elements of prevention, education, awareness, communication, and emergency response. This district-wide plan is based on a collaborative process and represents a balance between individual, school, and community needs, while fostering normal development of the child. This plan addresses the requirements of CGS 10-217a to effectively manage the health and safety needs of children with life-threatening food allergies in schools.

Goals

The goals of the Bethel Public Schools' Food Allergy Management Plan include:

1. To define a formal process for identifying, managing, and ensuring continuity of care for students with life-threatening food allergies across all transitions, Pre-K through Grade 12.
2. To maintain the health and protect the safety of children who have life-threatening food allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care, and provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening food allergies are based on medically accurate information and evidence-based practices.

Identification of Students with Food Allergies

Early identification of students with life-threatening food allergies is important.

Bethel Public Schools

Food Allergy Management Plan

Bethel Public Schools utilizes strategies for the early identification of students with such allergies in order to facilitate proper planning prior to the beginning of the school year.

First, the district encourages parents/guardians of children with a life-threatening food allergy to notify the school of the allergy, providing as much information about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. In addition, the school nurse collects medical and health assessment information from the child's parents and health assessment form at the time of Kindergarten registration or the child's first entry into the Bethel Public Schools at later grades. The school requires medical information from the child's physician regarding the child's allergies and treatment protocols.

The Individualized Health Care Plan and the Emergency Care Plan

If the district determines that a child has a life-threatening food allergy, an individualized health care plan (IHCP) and an emergency care plan (ECP) are developed for the child. An IHCP is developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. It includes a description of the functional health issues (nursing diagnoses), student objectives (expected outcomes) for promoting self-care and age-appropriate independence, responsibilities of parents, school nurse, and other school personnel. An ECP includes the emergency responses for a suspected ingestion of allergens.

The written Individualized Health Care Plan (IHCP) may include the following information:

- Child's name, date of birth, grade, and teacher
- The nature of the child's allergy and responses to the allergens
- Necessary prevention measures, including consideration of school activities and settings such as: classroom and cafeteria environments; participation in school food service programs; snacks, birthday and other celebrations; hand-washing; risk management during lunch and recess times; special events; field trips, fire drills, and lockdowns.
- Responsibilities of the school nurse, parent, and student
- A plan for communication of the IHCP to all those who are responsible for the child, including substitute teachers
- Training and staff education to be provided by the school nurse
- Methods of informing others who visit the classroom or bring food into the classroom, other students or parents.

The IHCP is reviewed at least annually, or whenever there is a change in the student's allergy management or emergency response plans, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the

Bethel Public Schools

Food Allergy Management Plan

administration of medication or the implementation of other emergency protocols.

The written Emergency Care Plan provides the following information:

- The child's name, date of birth, grade, and photo
- The child's specific allergy
- The child's signs and symptoms of an allergic reaction
- The physician's prescribed plan in response to exposure, including medication to be administered in the event of an allergic reaction
- The location and storage of medications and epinephrine auto-injector(s)
- Who will administer the medication (including self-administration options as appropriate)
- Other emergency procedures, such as calling 911, notifying the parents or physician
- Emergency contact information for parents/family and medical provider

Developing the Plans

The district has a formalized process for the development of the IHCP and ECP. This process includes the use of a standardized template for both, with individualization for the particular child and circumstances.

Developing an IHCP and ECP is a collaborative process between the school, family, and the child's physician. The process starts with the establishment of a primary core team responsible for developing the IHCP and the ECP consisting of the school nurse, parent, and possibly the child, as appropriate, depending on age and grade. The school nurse has lead role on this team. Depending on the age and maturity of the student, and other factors related to the nature and extent of accommodations necessary, the nurse and parent may draw up a draft and meet with an expanded core team that includes the classroom teacher and administrator, and may include the student's counselor. As necessary or appropriate, other relevant school staff may be included.

The school nurse and parent review available information about the student and food allergy and the student's history of exposure to the food allergens. The school nurse obtains current medical information, including the physician's response to the Bethel Public Schools' medical questionnaire, diagnostic information about the presence of food allergy, a prescribed emergency response, including medications, dosages, and any other medical prescriptive information or recommendations. Such medical information should be provided to the school by the physician each year, and kept current by the parent and physician during the year should the child's needs change. The primary and expanded core teams consider developmentally and age-appropriate accommodations and draft language for consideration at the core team meeting. While health care providers can offer recommendations for the types of accommodations needed in the

Bethel Public Schools Food Allergy Management Plan

school setting, it is the core team's responsibility for the development and choice of these recommendations based on the student's needs and the school environment for the student. Based on the student's health status, the team determines the minimum frequency with which health information will be reviewed and the plan updated accordingly.

The IHCP and ECP are communicated to all school staff who have responsibility for the student with life-threatening food allergies. The original plan remains in the child's confidential health record. A student identified as having a life-threatening food allergy is entitled to an IHCP and an ECP, regardless of his/her status as a child with a disability, as that term is understood under Section 504 or the IDEA. If or when a child is believed to have a disability, the team should refer the child to the appropriate team, the Section 504 Accommodation Team, or the Planning and Placement Team process for consideration.

The Issue of Disability and Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 prohibits all programs and activities receiving federal financial assistance, including public schools, from discriminating against students with disabilities, as defined in the law. A student with a disability under Section 504 is defined as one who has a physical or mental health impairment (in this case, life-threatening food allergy) that "substantially limits a major life activity," such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.).

"Substantially limited" is not defined in the law or Section 504 regulations. It is the responsibility of the Section 504 team to determine eligibility criteria and placement as outlined in the regulations. In order to determine a child's qualification, an individualized assessment of the child is required. The law provides that a team of persons knowledgeable about the child must make eligibility determinations on a case-by-case basis.

The law in the State of Connecticut requires that all schools must develop processes to identify all students with food allergies and develop and implement an individualized health care plan and emergency care plan for every student with life-threatening food allergies. Whether students with life-threatening food allergies are identified under Section 504 as disabled individuals or not, the Bethel Public Schools provides these students with individualized health care plans and emergency care plans to address their health and safety needs.

Participation in Food Service

Bethel Public Schools' students who have a life-threatening food allergy will be provided with safe and nutritious meals should their parents choose to have them participate in

Bethel Public Schools

Food Allergy Management Plan

the school lunch program. See **Appendix A: Participation in Food Service for Students with Life-Threatening Food Allergies** for specific information.

Prevention and Training Measures

In order to eliminate accidental exposure to allergens for the child who has a life-threatening food allergy, prevention measures promoted by the Bethel Public Schools include:

- Effective sanitation and cleaning measures.
- Promotion of hand-washing practices following eating to prevent cross-contact using recommended procedures of soap and water or hand wipes when soap and water are not available.
- Encouragement of safe practices among students, such as discouraging meal/snack swapping, utensil swapping among students, and prohibiting eating on school transportation.
- Consideration of promoting areas where typical food allergens are avoided, such as the classroom or lunch tables, in an attempt to decrease exposure to allergen. However, allergen-free areas can never be guaranteed and should not provide a false sense of security.
- Sharing information, including the contents of the IHCP and ECP of students with life-threatening food allergies to substitute staff for school nurses and teachers.
- Training of all school staff in the recognition of symptoms of anaphylaxis and emergency plans for students with known allergies.
- Sharing information and awareness of the existence and prevention of life-threatening food allergies to peers of children with such allergies.

- Adherence to OSHA and Universal Precautions Guidelines for disposal of epinephrine auto-injectors after use.

In general, training provided by the Health Services Coordinator and the school nurses includes information about the existence of life-threatening food allergies, anaphylaxis, symptoms, emergency responses, prevention measures, and safe practices. The Health Services Coordinator and the school nurses provide awareness, intervention, and prevention practices to parents, students, and staff.

All school nurses have a copy of CSDE's *Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools*. The Coordinator of Health Services provides the nurses with access to up-to-date and research-based practices in the management of food allergies.

Bethel Public Schools' school nurses are trained in the management and prevention of allergic responses and anaphylaxis and its treatment; the development of individualized

Bethel Public Schools Food Allergy Management Plan

health care plans and emergency care plans; reasonable accommodations within regular education; the requirements of Section 504; appropriate school district policies and

procedures; the process of collaborating with families; and the implications of normal development in drafting care plans. Records of training are maintained by the district's Health Services Coordinator and the school nurses.

This plan will be reviewed and revised as necessary.

Bethel Public Schools

Food Allergy Management Plan

APPENDIX A Participation in the Food Service Program for Students with Life-Threatening Food Allergies

Assuring the student's participation in the school food service program is a collaborative effort between parents, food service workers, and school nurses with support from school and district administration. To assure the student's participation in school food service program, the following procedures are in place:

1. The school nurse notifies the Food Service Director and the Cafeteria Manager of students with life-threatening food allergies as they are identified. The school nurse shares with them all relevant information, including the information on the physician's medical statement, to ensure that the food service workers know the requirements for accommodating the student's special dietary needs.
2. A medical statement on the form entitled *Medical Statement for Children With Disabilities* or *Medical Statement for Children without Disabilities*, completed in its entirety, signed by a licensed physician, and containing detailed information on the child's diet plan, including those foods the student **cannot** eat, as well as foods the student **can** eat, (e.g., foods that should be substituted,) and will be maintained in the child's health record and shared with the Food Service Director and school food service staff. *Note: this statement must be signed by a licensed physician. The school food service program cannot make any accommodations unless this form is completed, signed, and on file.*
3. Parents can check monthly menus for the meals to be served at school either by obtaining a print copy of the month's menu from the school, or by checking online in the following manner: From the district's website, www.bethel.k12.ct.us, go to "Quick Links" and click on "School Lunch Information." At the bottom of the page, click on the link to the school lunch menus. This brings you to the Sodexo website, www.sodexoeducation.com/usa. Under "Public K-12 School Districts" put in the name of the State and City to locate the Bethel School Lunch Menus.
4. The school food service program makes nutrition and ingredient information available so that parents can identify items that are safe for the student to eat. The ingredients and contents of the foods and beverages used in the meals are located in a product information binder at each school. Parents and staff can review the product information and menus of meals to be served prior to the start of each month. Access to this information can be arranged through contact with the Food Service Director or the school's Cafeteria Manager.
5. Based on menus and product information, parents should develop a list of foods and beverages that are safe for the child to eat based on the documentation in the medical statement signed by the licensed physician.
6. When unexpected substitutions are made in the food products delivered and available on any given day, the Cafeteria Manager will notify the child and a previously identified safe food choice can be chosen for the day.
7. If a student does not see a safe food or beverage choice for lunch, the student can ask the cashier/cafeteria manager to provide one.
8. Cafeteria workers and managers and the Food Service Director are all trained by the school nurse in the presence of life-threatening food allergies, prevention measures, food service accommodations, and emergency responses to a student who is experiencing an allergic reaction.

**CONNECTICUT PUBLIC SCHOOL STUDENTS'
RIGHTS AND RESPONSIBILITIES**

We have the right to a high-quality education:

to a safe, healthy environment in which to study, learn and grow.

We have the responsibility to take advantage of this education:

to work hard and respect ourselves and our school community; to be accountable for our own learning and actions.

We have the right to the protections guaranteed by the United States and Connecticut Constitutions:

including the freedoms of speech and expression, privacy, due process, equal protection and equal educational opportunity.

We have the responsibility to exercise these rights constructively;

to observe the laws of our state and country; to appreciate our differences while respecting each other and educating each other to become productive citizens who continue learning throughout our lives.

In all of these ways, we will not only strive to effectively strengthen Connecticut and our schools, but we will transform them into more diverse, more beautiful places than they were when transmitted to us.

Connecticut State Student Advisory Council - 1998

***THE FOLLOWING POLICIES/REGULATIONS
ARE INCLUDED IN THIS HANDBOOK***

Title	Number	Policy/Regulation
<u>COMMUNITY RELATIONS</u>		
• Distribution of Materials	1140	P/R
• Visits to the Schools	1250	R
• Civility/Respectful Communications and Actions	1316.11	P
• Solicitation of Funds within the Bethel Public Schools	1324	P/R, Form
• Smoking in School Facilities	1331	P/R
<u>NON-INSTRUCTIONAL OPERATIONS</u>		
• Unmanned Aerial Systems (Drones) for District/Instructional Use	3523.11	P
• Hazardous Materials in Schools	3524.1	P
• Green Cleaning Program	3524.2	P
• Transportation	3541	R
• Transportation Parent's/Guardian's Responsibility	3541.24	P
• Transportation Safety Complaints	3541.5	P
<u>STUDENTS</u>		
• Student Attendance & Truancy	5113	P/R
• Student Discipline	5114	P
• Homeless Students	5118.1	P
• Promotion/Acceleration/Retention	5123	P
• Reporting to Parents	5124	P/R
• Student Records; Confidentiality	5125	R
• Conduct	5131	P
• Bus Conduct	5131.1	R
• Video Surveillance	5131.111	P/R
• Vandalism	5131.5	P
• Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance- Enhancing Substances)	5131.6	P/R
• Weapons and Dangerous Instruments	5131.7	P/R
• Restrictions on Print or Electronic Material Created or Copied by Students	5131.82	P/R
• Aggressive Behavior	5131.9	P
• Hazing	5131.91	P
• Bullying & Teen Dating Violence Prevention & Intervention/District Safe School Climate Plan	5131.911	P/R
• Cyberbullying (The Use of Technology to Harm Others)	5131.913	P
• Dress and Grooming	5132	R
• Administration of Medication	5141.21	P
• Psychotropic Drug Use	5141.23	P
• Chemical Health Policy for Student-Athletes	5141.231	P
• Health Assessments and Immunizations	5141.3	P
• Reporting Child Abuse and Neglect	5141.4	P
• Prevention of Youth Suicide	5141.5	R
• Discipline/Punishment	5144	P
• Civil and Legal Rights and Responsibilities	5145	P
• Search and Seizure	5145.12	P/R
• Sexual Discrimination and Sexual Harassment	5145.42	P/R
• Sexual Abuse Prevention & Education Program	5145.511	P

***THE FOLLOWING POLICIES/REGULATIONS
ARE INCLUDED IN THIS HANDBOOK (Cont.)***

Title	Number	Policy/Regulation
<u>INSTRUCTION</u>		
• Opening Exercises, School Observances, Ceremonies and Recognition of National and Religious Holidays	6115	P/R
• Recognition of Religious Beliefs/Customs	6141.2	R
• Limited English Proficiency Programs	6141.311	P
• Migrant Student	6141.312	P
• Student Responsible Use Policy for Use of District Technology Resources	6141.321	P
• Bring Your Own Technology	6141.322	P
• Health Education Program	6142.10	P
• Student Wellness and Nutrition	6142.101	P
• Controversial Issues	6144	P
• Exemption from Instruction	6144.1	P
• Graduation Requirements	6146	P/R
• Homework/Make-Up Work	6154	R
• Comparability of Services	6161.3	P
• Student Privacy (PPRA)	6162.3	P
• Enrollment in an Advanced Course or Program and Challenging Curriculum	6141.51	P

All Board of Education policies are available on the Bethel Public Schools website at www.bethel.k12.ct.us including the following:

1212	School Volunteers
3516	Safe & Secure School Facilities
3517	Security of Buildings & Grounds
5111	Admission
5121	Examination/Grades/Ranking
5131.81	Electronic Devices
5144.1	Physical Restraint/Seclusion
5141.41	Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder
5141.7	Student Sports – Concussions
5145.14	On-Campus Recruitment
6146/6146.1	Grading System

Community Relations

Distribution of Materials

The Board of Education reserves the right to refuse distribution of any material to the students of the district by individuals or groups not affiliated with the schools to the students of the District. The Superintendent of Schools, or his/her designee, shall impose time, place, content, and manner-of-distribution restrictions on the dissemination of materials to ensure that students are aware that the materials are not being endorsed or sponsored by the District.

The Board recognizes, however, that students, employees, parents, or citizens may want to distribute non-curricular materials during non-instructional time within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the Superintendent of Schools or his/her designee and meet certain specific standards prior to their distribution.

In addition to time, place, content, and manner-of-distribution restrictions, the Board of Education has identified the following standards which will be used to determine what materials will be considered for distribution to students of the District:

1. The materials relate to school, town, other public entity, the parent-teacher organizations, community sports, or other community non-profit youth activities (e.g., local recreational, social, or civic activities).
2. The materials specifically identify the organization(s) involved and all sources of information contained in the publication.
3. The distribution of the materials does not materially interfere with or substantially disrupt classroom instruction or the general operations of the schools. Among other things, the age of the students at issue will be considered by the school administration.
4. The materials do not encourage violation (and are not in violation) of the law or any Board policy.

PLEASE NOTE: Only informational materials and announcements sponsored by the groups/organizations identified in #1, above, will be considered for distribution to students.

Distribution of Budget/Referendum Materials

In accordance with State and local law, after the date is set for the budget referendum, information concerning the budget or referendum that specifies only the time, date, location, and question or proposal and may be disseminated through the students to parents. This information may not contain any statements which advocate a position on the budget or on a referendum question.

Distribution of Materials

Advertising in the Schools

No advertising of materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the District without the prior approval of the Superintendent who will determine whether the requests comply with overall school purposes and policy. The decision of the Superintendent will be final in order that the best interests of the school community will be served.

Advertising in student publications shall be regulated by rules and regulations developed by the Superintendent. Ads concerning drug paraphernalia or any controlled substance are prohibited in any school-sponsored publication.

Use of Students to Distribute Materials

All requests from groups or individuals to have students distribute materials to people in the community will be referred to the office of the Superintendent who will determine whether the requests comply with overall school purposes and policy. The decision of the Superintendent will be final in order that the best interests of the school community will be served.

(cf. 3152 – Spending Public Funds for Advocacy)

Legal Reference: Connecticut General Statutes
9369b Explanatory text relating to local questions.

Nelson v. Moline, 725 F. Supp. 965 (CD.III. 1989); Henry v. School Board, (D.C.Colo. 1991); Cornelius v NAACP Legal Defense & Educ. Fund, Inc, 473 U.S. 788, 806 (1985).

Tinker v. DesMoines School Dist., 393 U.S. 503 (1969).

Bethel v. Fraser, 478 U.S. at 681 (1986); Pyle v. South Hadley School Comm., 861 F. Supp. 157, 171 (D. Mass. 1994), modified, 55 F.3d 20 (1st Circ. 1995).

Policy adopted: July 22, 1991
Policy Revised: June 24, 2004, September 9, 2010
Policy Reviewed: October 21, 2021

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Community Relations

Distribution of Materials

I. Guidelines

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

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

Distribution and display on school premises of material in these categories to any student is prohibited.

II. Procedures

Anyone wishing to distribute and/or display any written material must first submit for approval a copy of the material to the Superintendent/designee at least twenty-four hours in advance of the desired distribution time, together with the following information:

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

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

Board, or the individual reviewing the material submitted. The decision of the Superintendent is final.

Community Relations

Distribution of Materials

III. Time, Place, and Manner of Distribution

The distribution of written material is prohibited on school property. The distribution of unofficial material is limited to a designated time, place, and manner as follows:

1. The material will be distributed only from the sidewalk adjacent to Bethel High School. Materials may not be distributed on school property.
2. The material will be distributed either before and/or after the regular instructional day.

Distribution and Display of Materials by Students

IV. Definitions

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

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

Community Relations

Distribution of Materials

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

4. **“School activities”** means any activity for students sponsored by the school and includes, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

5. **“Unofficial”** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards, and underground newspapers, whether written by students or others.

6. **“Libelous”** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.

7. **“Distribution”** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale, and/or accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

V. Disciplinary Action

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

VI. Notice of Policy to Students

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

Additional material to consider:

1. Student Participation

No student shall be forced to participate in the distribution of any unofficial materials in the schools.

Community Relations

Distribution of Materials

2. Political Campaign Materials

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

3. Special Interest Materials

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

4. Advertising in the Schools

Advertising in the student publications may, subject to the approval of the Superintendent/designee, promote products by brand name except that commercial ads promoting the sales of any controlled substance or drug paraphernalia are prohibited.

5. Relations with Political Organizations

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

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

Visits to the Schools

Visitor Protocols Definition

For the purposes of this administrative regulation a visitor shall be defined as any person entering a school facility during normal school hours other than:

- A student who attends that facility
- A member of that school's staff and faculty
- Central Office Employees with assigned duties at the school facility
- Multi-site Employees with assigned duties at the school facility
- Maintenance Department Employees
- Uniformed Police or Fire Department personnel in performance of their assigned duties

All visitors shall:

1. Arrive at the school building main entrance, press the intercom button system, and advise staff as to the purpose of their visit
2. You will be required to show your valid form of identification to the camera.
3. Once approved to enter, you will enter and immediately report to the main office or security desk.
4. Present photo identification to staff, which will be scanned into the district security software system.
5. At the office you will be issued a printed Visitor ID Badge, which includes their photograph, date of visit, and location of visit within the school building
6. Affix the Visitor ID Badge to their outer-most garment where it shall remain visible throughout the duration of their visit
7. Report back to the main office or security welcome desk upon the conclusion of their visit, return Visitor ID Badge to staff, who will remove their name from the district security software system.
8. Promptly exit the school building through the main egress doors.
9. Visitors should remain in the areas of the building related to the purpose of their visit.

The principal or designee may refuse to register an outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution of a controlled substance. The principal or designee may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

Visits to the Schools

Visitors entering the building at locations other than the designated visitor's entrance shall be:

1. Stopped by staff, who will immediately summon the principal or designee
2. Delay at the area of contact until arrival of principal or designee
3. Escorted by the principal or designee to the main office or welcome desk, or outside the building if warranted
4. Requested to provide photo identification and reason for visit
5. Processed as a visitor according to numbers 4 through 9 above

Visitors who refuse to identify themselves shall be considered trespassers. Staff shall:

1. Immediately summon a school administrator (or designee) and the School Resource Officer (SRO)
2. The administrator (or designee) upon evaluation of the situation may:
 - a. Contact the e School Resource Officer (SRO) and/or Police Department
 - b. Direct the individual(s) to leave the building immediately with an escort from principal or designee
 - c. Consider implementing District emergency response procedures as necessary

Special Exceptions to the above:

Special Events (Plays, Concerts, Award Ceremonies, etc.)

When a special event is planned which will attract large numbers of visitors so as to make the sign-in procedures impractical, the school administration shall designate and mark the appropriate path to the event location (auditorium, gym, media center, cafeteria, etc.). Appropriate staff shall be assigned to direct visitor(s) to the event location.

Deliveries

School staff that is expecting the delivery of a package(s) should notify the Main Office. Packages are not to be delivered directly to the staff. All packages shall be delivered to a location as determined by the school administration.

Students are not expected to receive mail and/or packages at school. Mail and/or packages for students are to be refused unless prior arrangements have been approved by the school principal

Visits to the Schools**Operations**

Maintenance Department Employees shall notify the school administration of their presence within the school facility.

Other Board of Education employees without assigned duties at the school facility shall:

1. Enter building at a location identified and approved by the school administration
2. Ensure the district-issued photo ID badge is clearly displayed on their person
3. Report to the main office or security welcome desk located in the building's main lobby
4. Provide their district-issued photo ID badge and name to security personnel or staff
5. Check out of the building at the main office or security welcome desk at the conclusion of their visit
6. Maintenance Department Employees shall wear their town identification badges at all times while in the building.

Classroom Observations:

When determining whether to approve a request to visit and/or observe student programs the principal or his/her designee shall consider such factors as (1) the frequency of visits; (2) the duration of the visit; (3) the number of visitors involved; (4) the effect of the visit on a particular class or activity; (5) the age of the students; (6) the nature of the class or programs; (7) the potential for disclosure of confidential personally identifiable student information; (8) whether the visitor has a legitimate educational interest in visiting the school; and (9) any safety risk to students and school staff. The following guidelines shall be followed:

1. If the visitor wishes to observe a classroom, the time will be arranged in advance after the principal has conferred with the teacher. The principal has the discretion to limit, or refuse, requests for visits and/or observations of student programs in light of the above criteria.
2. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before and after the observation to enhance understanding of the activities.
3. The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal may withdraw approval. In either case, the principal will give reasons for the action.

Visits to the Schools

4. If a dispute arises regarding limitations upon or withholding of approval for visits:
 - a. The visitor will first discuss the matter with the principal;
 - b. If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent or designee.
 - c. The Superintendent or designee will promptly meet with the visitor, investigate the dispute and render a decision.
5. To protect student confidentiality, visitors may not videotape or digitally record any aspect of classroom instruction. In addition, they should refrain from any postings on social media or discuss specific students in the class with others.

Classroom Events and Celebrations

Throughout the school year, parents are invited to special events and/or celebrations. To protect student privacy any visitor attending a classroom celebration or special event shall refrain from digital pictures or recordings of anyone other than their own children.

Delivering Items to School for your Child

If parents need to deliver something to school for a child during the school day, they should leave it in the main office with a clear label indicating student name and teacher. Items will be delivered to the students by staff. Individuals should only drop off items that are deemed necessary.

Community Relations

Civility/Respectful Communications and Actions

Purpose

The Bethel Board of Education promotes civility and respectful communications among district employees, students, parents and the public. In the interest of presenting all adults as positive role models for students, the Bethel Board of Education encourages positive communication and discourages harassing, defamatory, obscene, abusive, discriminatory or threatening communication or actions, some of which may be against the law.

The intent of this policy is to maintain a civil, respectful environment for teachers, students, administrators, staff, parents and other members of the school community.

The following describes expected standards for staff, students, parents and members of the public while at school, on school property or at a school function.

Standards for Communications

The Board expects staff, students, parents and members of the public while at school, on school property or at a school function to communicate and act in a manner that promotes respect for the dignity and worth of all individuals, regardless of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, socio-economic status, or role within the school community. All adults participating in the school community are expected to communicate and act in a manner that consistently provides positive role models for students. The Board will regulate communications and actions by staff, students, parents and members of the public while at school, on school property or at a school function, when such communications or actions are contrary to these fundamental principles.

Specifically, the Board will regulate disruptive communications and/or actions by members of the school community that:

1. interfere, disrupt or undermine the effective operation of the school district;
2. are used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
3. create a hostile environment;
4. breach confidentiality obligations of school district employees; or
5. violate the law, board policies and/or other school rules and regulation.

Examples of Disruptive Communications/Actions

Disruptive Communications/Actions include, but are not limited to:

Community Relations

Civility/Respectful Communications and Actions

- Using loud and/or offensive language (for example, swearing or display of temper).
- Invading another person's space by moving close to the individual in an aggressive manner.
- Threatening to do physical harm to a teacher, school administrator, school employee, student or member of the community.
- Damaging, destroying or threatening to destroy or damage school property.
- Harassing, defamatory, obscene, abusive, discriminatory or threatening verbal, written or electronic communications.
- Any other behavior which disrupts the orderly operation of the school, a school activity, or any other activity sponsored by the school district.

Student, Parent, Member of the Public Reports

Any member of the school community who believes he/she was subject to communications and/or actions on the part of a staff member in violation of this policy should bring such behavior to the to the attention of the building principal and/or the Superintendent's office.

Any member of the school community who believes he/she was subject to communications and/or actions on the part of a student in violation of this policy should bring such behavior to the to the attention of the building principal.

Disciplinary Consequences

Employees found to be in violation of this policy may be subject to disciplinary action. Students found to be in violation of this policy may be subject to disciplinary action in accordance with the Board's policy concerning Student Discipline.

Parents or other members of the school community found to be in violation of this policy may be directed to leave school property, a school building, or any activity sponsored by the school district. Repeat violations may result in a long-term denial of access to school property, school buildings, or activities sponsored by the school district.

Policy Adopted: September 20, 2018

BETHEL PUBLIC
SCHOOLS Bethel, CT

Community Relations

Solicitation of Funds within the Bethel Public Schools

The Board of Education recognizes that fundraising efforts involving students can enhance the educational experience, but that those efforts require close oversight by the Superintendent to ensure that they are consistent with the educational objectives and District Policies of the Bethel Board of Education. The Board of Education also recognizes that School District sponsored fundraising efforts involving the community directly reflects upon the relationship that the Schools have with the community.

This policy establishes procedures and criteria to ensure: that all fundraising activities including students are approved by the Superintendent or his/her designee and conducted in a manner that best serves the students and their education and appropriately represents the School District; that funds raised are used for activities, projects, and/or gifts to the School District that enhance the educational experience.

Groups raising money on behalf of the Bethel Public Schools must be 501(c)3 tax-exempt organizations in order to be permitted to engage in fundraising activities involving the School District. Prior to receiving approval for any fundraising activities involving the School District, any group requesting approval shall provide a copy of its constitution and bylaws, and any revision thereof, to the Superintendent or his/her designee.

Groups raising money on behalf of the Bethel Public Schools wishing to utilize school facilities shall adhere to Board Policy 1330. Groups raising money on behalf of the Bethel Public Schools wishing to plan any fundraising activity involving students in school must make a request through and receive approval through the Superintendent of Schools or his/her designee. Form 1324 must be completed and submitted to the Principal for approval fifteen (15) days prior to the start of the fundraising, additionally, for all fundraising activities anticipated to raise funds in excess of \$2,500.00, Form 1324 must be completed and submitted to the Superintendent or his/her designee for approval fifteen (15) days prior to the start of the fundraising.

All monies raised through fundraising efforts of clubs and sports through school-sponsored activities except for 501(c)3 tax-exempt groups must be deposited in the district student activity funds. All applicable Board of Education policies must be followed when funds are to be raised through the use of students and District facilities.

Any item given to the School District as a gift from groups for school use shall become the property of the School District.

The Superintendent of Schools is directed to develop regulations containing guidelines by which groups raising money on behalf of the Bethel Public Schools shall interact with the District. Such regulations shall include, but not be limited to, such topics as permissible awards, fundraising,

Community Relations

Solicitation of Funds within the Bethel Public Schools

insurance requirements, annual reporting, use of facilities, recognition functions, concessions at school events and expenditures for student equipment and supplies.

The Board of Education is responsible for providing funding for the safe and effective operation of the interscholastic sports program. There may be occasions when Board of Education funding is not available

to provide everything requested by a coach. Any gift to a school athletic team must be approved by the Athletic Director prior to the aforementioned approval by the Superintendent of Schools or his/her designee. Booster clubs are encouraged to discuss purchases or expenditures for the purpose of school athletic teams with the Athletic Director prior to purchasing or expending funds.

Fundraising Procedures when Fundraising Involves Students of the Bethel Public Schools:

1. There shall be sufficient educational or financial benefits to the school and/or students, either directly or indirectly, to justify the requested fundraising activity.
2. Fundraising shall be limited to activities approved by the Superintendent or his/her designee. Approved fundraising activities may be sponsored by faculty, students, and school-related parent organizations for nonprofit school programs, and 501(c)(3) nonprofit organizations.
3. Solicitation of funds from businesses or other outside organizations shall be with the understanding that public recognition for contributions shall be appropriate and balanced.
4. All monies raised by school sponsored activities, clubs and sports must be deposited in the district student activity funds. Refer to Regulation 3453 – Student Activity Funds
5. The fundraising mechanics or procedures will not unacceptably burden staff or subject the school to unnecessary risks or responsibility.
6. Minimizing loss of instructional time shall be a critical consideration when determining fundraising activities.
7. School employees will not be approached during school hours for the purpose of soliciting funds or selling goods.

Expenditure Criteria:

Monies raised from fundraising efforts will be applied to specific school-related activities, projects, and/or gifts to the School District that support the educational objectives or enhance the educational experience. All expenditures of monies must be approved by the Superintendent of Schools or his/her designee in advance of the expenditure.

Community Relations

Solicitation of Funds within the Bethel Public Schools

Solicitation of Funds from and by Students

The following additional criteria shall be applied to solicitation by students:

1. No students shall participate in door-to-door sales or canvassing without adult supervision.
2. Under no circumstances shall students be required to solicit and no mandatory quotas shall be imposed upon them.

Application Procedure

1. All requests to conduct fundraising shall be submitted in writing on Form 1324 at least 15 days prior to the proposed activity through the Principal, and additionally the Superintendent when fundraising activities which are expected to exceed \$2500.00.
2. The request shall identify the name of the school, name of the individual submitting the request, name of sponsoring individual or organization, fundraising activity dates, purposes of the fundraising activity, nature of the fundraising activity, anticipated expenses and revenue.
3. When it is intended to solicit contributions from businesses the Superintendent or his/her designee will provide a copy of the approved Form 1324 providing an explanation of the fundraising effort and authorization to solicit from businesses. When students solicit from businesses they will be required to show the approved Form 1324 to the business proprietor.

(cf. 1140 - Distribution of Materials by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3280 - Gifts, Grants and Bequests)

Legal Reference:

Conn. Gen. Stat. Section 10-237

Policy Adopted: July 22, 1991

Policy Revised: 9/9/2004, 6/25/15, 9/17/15 10/15/15

BETHEL PUBLIC SCHOOLS

Bethel, Connecticut

Community Relations

Solicitation of Funds within the Bethel Public Schools

Fundraising Activities

These administrative regulations shall serve to implement the Board of Education's policy pertaining to fundraising activities. Any fundraising activities that are not approved in accordance with the procedures set forth in the policy and these accompanying regulations are not authorized by the Board of Education and are subject to termination.

Criteria for Fundraising Activities:

To be approved, a fundraising activity must be conducted for the educational benefit of the students and satisfy all of the following criteria:

1. Each student, parent support or other sanctioned fundraising activity shall have one adult designated with the overall responsibility for continuing compliance with the Board's policy and these administrative regulations pertaining to fundraising (the Sponsor);
2. The fundraising must have a purpose consistent with the purposes of the school district and be for the benefit of its educational programs, student groups or extra-curricular activities;
3. The fundraising activity must be suitable for the age and maturity of the students involved in the fundraising activity;
4. The fundraising must not be anticipated to bring any additional operational costs to the district unless otherwise approved in advance by the Superintendent.
5. Students may not be compelled to participate in fundraising, all such fundraising must be voluntary in nature;
6. The fundraising must not be inappropriate or harmful to the best educational interests of students, as determined by the administration;
7. The fundraising will not be considered an official endorsement of any business or product;
8. The fundraising must not be in conflict with any provisions of the Board of Education policies or any law, regulation or ordinance;
9. Door to door solicitation by students is prohibited by these regulations; and
10. The fundraising must comply with all applicable provisions of Board policy and regulation relating to the sale of healthy foods and beverages on school grounds or school sponsored events.

Community Relations

Solicitation of Funds within the Bethel Public Schools

Prior Approval Required:

Fundraising activities shall not be initiated until prior approval is secured as set forth in these regulations.

Form 1324 must be completed and submitted to the Principal for approval fifteen (15) days prior to the start of the fundraising,

Requests for prior approval for fundraising activities anticipated to raise funds over \$2500.00 shall be made in advance in writing to the Superintendent or his/her designee at least fifteen (15) days prior to the commencement of the activity. The Superintendent or his/her designee shall indicate his/her approval in writing to the organization applying for the approval. (Form 1324)

Handling of Funds and Record Keeping:

The fundraising activity must comply with all applicable policies and procedures with respect to the processing of monies by staff members and/or students (e.g., school activity fund regulations and regulations pertaining to maintaining cash within the classroom or school buildings).

Student, parent support or other sanctioned fundraising groups shall keep detailed and accurate contemporaneous records of the fundraising activity, with the Sponsor responsible for ensuring compliance with this requirement.

Such detailed and accurate records shall be subject to inspection by school officials at any time.

At the end of the activity, the Sponsor shall produce a final report showing the amount of money raised, the number of students who participated, the purposes for which the designated funds will be used, and any other information as may be required by the Principal and/or Superintendent of Schools.

Regulation Approved: July 22, 1991
Regulation revised: 9/9/10, 6/25/15

BETHEL PUBLIC SCHOOLS
Bethel, CT

BETHEL PUBLIC SCHOOLS

Fundraising Activity Approval

Name of Organization:

School(s) and/or Student Activities intended to benefit from fundraising activities:

Brief Description of Fundraising Activity:

Dates of fundraising activity:

Name of Adult Responsible for Fundraising Activity (“Sponsor”):

Contact Information for Sponsor:

Phone:

Email:

Anticipated Funds to be solicited:

Approval	Signature	Date
PTOs, Boosters, Clubs Approval (All requests must be approved by organization prior to Principal/AD approval)		
Athletic Director’s Approval (Requests pertaining to Athletics)		
Principal’s Approval (All requests)		
Superintendent’s Approval (if over (\$2,500)		

c: Director of Fiscal Services Superintendent

Instructions:

Fundraising activities shall not be initiated until prior approval is secured as set forth in Policy/Regulation 1324.

1. Requests for prior approval for fundraising activities must be submitted on Form 1324. Form 1324 must be completed and submitted to the Principal for approval fifteen (15) days prior to the start of the fundraising activities.
2. Requests for prior approval for fundraising activities anticipated to raise funds over \$2500.00 shall be made in advance in writing to the Superintendent or his/her designee at least fifteen (15) days prior to the commencement of the activity. The Superintendent or his/her designee shall indicate his/her approval in writing to the organization applying for the approval. (Form 1324)

Approved: 6/25/15, Revised 4/2019

Community Relations

Smoking in School Facilities

The Bethel Board of Education maintains a healthy environment conducive to learning, and because smoking poses a significant risk to the health of the smoker and the nonsmoker, the Board prohibits the use of tobacco or smoking-related substances, including e-cigarettes and/or vaping devices, in all school buildings, in school vehicles, on school grounds, or at any school-related events. This prohibition applies to all students, staff, faculty, visitors, and parents. Smoking or the use of nicotine delivery devices are prohibited at all school functions, including outside organizations whether on or off school grounds. This includes, but is not limited to, all indoor and outdoor athletic contests, before and after school functions, meetings, concerts, etc.

The administrators in Bethel are responsible for implementing appropriate procedures for monitoring and enforcing this policy.

- (cf. [1120](#) – Board of Education Meetings)
- (cf. [4118.231/4212.31](#) – Drugs, Alcohol and Tobacco)
- (cf. [5114](#) – Suspension/Expulsion; Exclusion/Removal)
- (cf. [5131.1](#) - Bus Conduct)
- (cf. [5131.6](#) – Drugs, Tobacco, Alcohol)

Legal References: Connecticut General Statutes

- [1-21b](#) Smoking prohibited in certain places
- [10-220a](#) In-Service training drug & alcohol education.
- [10-221](#) Board of education rules
- [21a-258](#) Schedules – Exceptions (Controlled Substances)
- [19-465](#) Exceptions: possession and control
- [19-542](#) Denial of license, suspension
- PA 93-304 An Act Prohibiting Smoking in public Buildings

Policy Adopted: August 26, 1991
 Policy Revised: May 12, 1997,
 Effective: August 25, 1997
 Policy Revised: 9/9/04, 12/19/13, 12/16/21

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Community Relations

Smoking in School

Facilities

Smoking and/or possession of tobacco products, cigarettes, and/or smoking paraphernalia such as matches, lighters, etc., is prohibited in school buildings and on school grounds (D.W. Deakin Educational Park). This prohibition applies to all students, staff, faculty, visitors, and parents. Smoking is prohibited at all school functions, whether on or off school grounds. This includes, but is not limited to, all indoor and outdoor athletic contests, before and after school functions, meetings, concerts, etc.

Penalties for violation by students/employees include, but are not limited to the following:

Students:

1. First Offense: Confiscation of products, one-day in-school suspension and parent/guardian notification, three meetings with a substance abuse counselor.
2. Second Offense: Confiscation of products, and parent/guardian conference, two days in-school suspension, and parent/guardian notification, mandatory enrollment in a smoking cessation type program, and one meeting with a substance abuse counselor.
3. Third Offense: Confiscation of products, five days in-school suspension and parent/guardian conference, mandatory enrollment in a smoking cessation type program and one meeting with a substance abuse counselor.
4. Continued Offenses will be subject to disciplinary action as determined by the school principal.

Note: The student may substitute a one-time option of attending a smoking cessation type program.

Students who place themselves in smoking situations or areas where other students are smoking, thereby endangering their own health, will be subject to all of the penalties of this regulation.

Community Relations

Smoking in School Facilities

Faculty & Staff:

Faculty and Staff who violate the Board policy on smoking and use of tobacco products will follow existing procedures concerning the violation of Board policies.

Visitors:

Visitors will be asked to discontinue their use. If disregarded, visitors will be directed to leave the David W. Deakin Educational Park.

(cf. 1120 – Board of Education Meetings)

(cf. 4118.231/4218.231 – Drugs, Alcohol, and Tobacco)

(cf. 5114 – Suspension/Expulsion; Exclusion/Removal)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.6 – Drugs, Tobacco, Alcohol)

Regulation Approved: July 22, 1991

Regulation Revised: 8/26/91; 5/12/97; 5/24/99

Regulation Revised: 9/9/2004, 9/9/2010

BETHEL PUBLIC SCHOOLS

Bethel, CT

Business/Non-Instructional Operations

Unmanned Aerial Systems (Drones) for District/Instructional Use

The Bethel School District is committed to providing all students and staff with technology-based learning opportunities. Access of Unmanned Aerial Vehicle (UAV) technology in the District is a privilege which brings with it responsibilities.

Responsibilities

Any representative for the District, including but not limited to, staff members, students, sponsors, or parents representing the District or any of its affiliated clubs shall operate any and all District aerial drones in accordance with this policy and all applicable Federal Aviation Administration regulations such as FAA Advisory Circular 91-57A, and FAA registration requirements.

Included in these regulations are the following guidelines:

- Operator must not operate UAV within 5 miles of any airport without prior notification and confirmation from airport authorities.
- Operator must not operate UAV above an altitude of 400 feet above ground level.
- Operator must maintain safe control and line of sight with UAV during all stages of operation.
- Operator must maintain a safe operating distance from crowds.
- Data collected by UAV can only be used for hobby (educational) purposes and may not be sold for profit.
- Operator may not operate UAV over any property without first obtaining a signed consent form by personnel with authority from the property owner or legal representative.
- Operator assumes all risk to damage to property and bodily injury that may occur due to unsafe operation of a District owned UAV.
- Do not operate over people who are not directly involved in the operation (with some exception for micro drones).
- Do not operate over roadways and parking areas.
- Operate only during daylight and with weather that allows 3 miles visibility from the control station.
- Be inspected by the operator prior to flight.
- Be operated by someone who has passed a test and been vetted by the Transportation Security Administration.
- Operator must be at least 17 years of age to operate independently.

Inappropriate Use

Inappropriate uses of a UAV include, but are not limited to, the following:

Business/Non-Instructional Operations

Unmanned Aerial Systems (Drones) for District/Instructional Use

- Violating any local, state or federal statutes or regulations, including FAA Advisory Circular 91-57A, and FAA registration requirements.
- Taking pictures of property or persons without consent.
- Violating safe operating protocols as defined in the UAV user manual and classroom guidelines.
- Failing to follow a District policy while using the District's UAV technology or failing to follow any other policies or guidelines established by District administrators or their designees.
- Harassing, defined as persistently interfering with another's work, insulting, or attacking others.

Violations

District staff shall monitor for inappropriate use of District UAV technology as defined by this policy. Violators may be subject to disciplinary action, up to and including suspension and/or expulsion and/or termination for employees.

Unmanned Aerial Systems (Drones) - Public Use of Drones on School Campus

In an effort to maintain the safety, security, and privacy of students, staff and visitors, the Bethel School District has determined that the operation of unmanned aerial vehicles (UAV), also commonly referred to as drones, is prohibited by any persons on or over District property, including all buildings and grounds.

For the purposes of this policy, a UAV or drone is any aircraft without a human pilot aboard the device.

Legal References: FAA Advisory Circular No. 91-57A
 Public Law 112-95, The FAA Modernization and Reform Act of 2012
 Title 49 U.S.C. §40101
 FAA 14 CFR, Parts 1, 45, 47, 48, 91, 375

Legal References: FAA Advisory Circular No. 91-57A
 Public Law 112-95, The FAA Modernization and Reform Act of 2012
 Title 49 U.S.C. §40101
 FAA 14 CFR, Parts 1, 45, 47, 48, 91, 375

Policy Adopted: 4/27/2017

Bethel Public
Schools
Bethel, CT

Non-Instructional Operations

Hazardous Material in Schools

Pest Management/Pesticide Application

The Board of Education believes that structural and landscape pests can pose significant hazards to people, property and the environment. Pests are living organisms such as plants, animals or microorganisms that interfere with human uses for the school site. Strategies for managing pest populations will be influenced by the pest species and the degree to which that population poses a threat to people, property or the environment. Further, the Board also believes that pesticides can also pose hazards to people, property and the environment. The intent of this policy is to ensure the health and safety of students, teachers, staff and all others using district buildings and grounds. The goal of this pest management program is to manage pests in order to:

- Reduce any potential human health hazard and/or to protect against a significant threat to public safety;
- Prevent loss or damage to school structures or property;
- Prevent pests from spreading in the community or to plant and animal populations beyond the site;
- Provide a safe and healthy learning environment for students, staff and others.

The school district shall incorporate Integrated Pest Management procedures (IPM) to manage structural and landscape pests and the toxic chemicals for their control in order to alleviate pest problems with the least possible hazard to people, property and the environment. In addition, staff, students and the public shall be educated, about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives. Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest control methods to prevent unacceptable levels of pest damage by the most economical means with the least possible hazard.

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, or biological means to do so. Chemical controls shall be used as a last resort. The Board mandates that the school district shall use pesticides only after consideration of the full range of alternatives, including no action, based upon an analysis of environmental effects, safety, effectiveness and costs. The Superintendent or his/her designee shall be responsible to implement Integrated Pest Management (IPM)

Non-Instructional Operations

Hazardous Material in Schools

Pest Management/Pesticide Application (continued)

procedures and to coordinate communications with members of the staff who are responsible for pest control, such as maintenance personnel and custodians, and hired contractors when utilized by the district to control a pest problem. The Supervisor of Facility Operations shall be designated as the IPM supervisor and shall direct and supervise all IPM procedures to be carried out by assigned maintenance and/or custodial staff.

All district employees who use chemicals to control a pest problem must be trained and shall follow all precautions and application regulations. The District will only employ certified pesticide applicators for any necessary and non-emergency pesticide use in school buildings or on school grounds. Contractors hired to do this work shall give evidence of appropriate training and certification in the proper use of pesticides. Pest control contractors shall be utilized, when deemed necessary, to inspect for conditions conducive to pest problems and to develop appropriate prevention measures. Pest control contractors will be expected to write recommendations for structural improvements or repairs and housekeeping and sanitation measures required to reduce or prevent recurrence of pest problems.

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

Whenever it is deemed necessary to use a chemical substance that school must provide notification to all parents and staff that have registered for advanced notification in conformity with state statutes. Parents/guardians and staff requesting advanced notification must be notified on the day of such use by any method practicable. Notices shall also be posted in designated areas at school at least forty-eight (48) hours prior to the application.

At the beginning of each school year and at the time a student is registered, parents/guardians shall be informed of the District's pest management policy. Those parents/guardians and staff who register a request shall be notified prior to every pesticide application.

Non-Instructional Operations

Pest Management/Pesticide Application

(continued) Hazardous Material in Schools

Information regarding pesticides used and areas treated shall be maintained for a period of five years at the school site and available to the public and staff upon request. The district shall establish and maintain accurate records of all chemical use and their location. In addition, records of all pest control actions including information on indicators of pest activity that can verify the need for action.

Pesticide applications shall be limited to non-school hours and when activities are not taking place.

The application of lawn care pesticides on the grounds of elementary schools must be completed according to an integrated pest management plan (IPM). Such application is prohibited starting July 1, 2008 except in emergencies. An emergency application may be made to eliminate a human health threat as determined by the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

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

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

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

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

P.A. 99-165 An Act Concerning Notice of Pesticide Application in Schools and Day Care Centers.

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

PA 05-252 An Act Concerning Pesticides at Day Care Facilities

Policy Adopted: 2/7/00

Policy Revised: 11/4/04, 10/19/05, 9/9/10

Bethel Public Schools

Bethel, CT

Business/Non-Instructional Operations

Hazardous Material in Schools

Green Cleaning Program

Cleaning chemicals can negatively impact indoor air quality and cause harm to the occupants of a school building. Therefore, the purpose of this policy is to encourage and promote the principles of green cleaning throughout the Bethel Public Schools, in compliance with applicable statutes. The Board of Education encourages and supports efforts to implement green cleaning in all District schools. Pursuant to subsection (a)(2)(A) of section 10-231g of the Connecticut General Statutes, any disinfectant, disinfecting cleaner, sanitizer, or any other antimicrobial product approved by federal law may be used by the Board.

The Board shall provide the staff of each school and, upon request, the parents and guardians of each child enrolled in each school with a written statement of the school district's green cleaning program. Such notice shall include (1) the types and names of environmentally preferable cleaning products being applied in schools, (2) the location of the application of such cleaning products in the school buildings and facilities, (3) the schedule of when such cleaning products are applied in the school buildings and facilities, (4) the statement, "No parent, guardian, teacher or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect." and (5) the name of the school administrator, or a designee, who may be contacted for further information. Such notice shall be provided to the parents or guardians of any child who transfers to a school during the school year and to staff hired during the school year.

The Board shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (i.e., required report on the condition of facilities, action taken to implement the Board's long-term school building program, indoor air quality, and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction.

(cf. 3524 – Hazardous Materials in Schools)

(cf. 3524.1 – Pesticide Application)

(cf. 7230.2 – Indoor Air Quality)

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education (as amended by P.A. 09-81 and P.A. 11-136)

10-231a through 10-231d. Pesticide applications at schools

10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice.

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

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

Non-Instructional Operations

Transportation

The Bethel Board of Education will, in a manner consistent with Section 10-186 of the Connecticut General Statutes, furnish by transportation or otherwise, school accommodations so that each student over three and under twenty-one years of age (or student turns twenty-one before the end of the school year) who resides within the jurisdiction of the Board and is not a graduate of high school or vocational school (or who is not otherwise legally excluded from school) may attend the public schools maintained by the Bethel Board of Education pursuant to Section 10-220 of the Connecticut General Statutes and in compliance with applicable portions of the federally mandated statutes pertaining to homeless students.

1. Definitions

- A. "School transportation" means the procedure, program or fully effective and implemented plan by which a student is conveyed to and/or from school or his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to Connecticut General Statutes 10-220c.
- B. "Walking distance" means the linear measure of a prescribed or authorized pedestrian route between the student's residence and his/her school from a point at the curb or edge of a public or private road nearest the student's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Board of Education.
- C. "One mile walking distance" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet but not more than 5,380 feet.
- D. "Grade K" means kindergarten, or a school program appropriate to a beginning student.
- E. "Hazard" means a thing or condition, as prescribed in these regulations affecting the safety of students walking to and from school, or a designated bus pick-up area.

Non-Instructional Operations

Transportation

- F. "Raised walk area or sidewalk" means a portion of the landscaped right of way at least three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level, and marked by curbing, draining ditch, grass area, fencing, apart from and independent of any white line safety markings along the street and pavement.

2. Eligibility [Hazardous Conditions]

- A. The maximum walking distances from home to school or to a prescribed point of embarkation are the following:
 - 1. Students below the age of ten, or enrolled in grades K through 5, one mile;
 - 2. Students age ten to eighteen or enrolled in the equivalent of grades 6 through 12 , one and one-half miles;
- B. The student, per the provisions of the federally mandated statutes pertaining to homeless students, is classified as a homeless student.

3. Hazardous Conditions

- A. Any walking route to either the bus stop or the school, which is in excess of the above distances, shall be hazardous.
- B. Walking to or from school or the bus stop at any time prior to one-half hour before sunrise or anytime one-half hour after sunset for students in grades K through 8.
- C. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
 - 1. For pupils under age nine, or enrolled in grades K through 2, the absence of a pedestrian crossing light or crossing guard where three or more streets intersect, and at street crossings where there are no stop signs or crossing guards, and the traffic count during the time

Non-Instructional Operations

Transportation

that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.

2. For pupils over age nine, or enrolled in grades 3 through 12, the absence of a traffic light or stop signs or crossing guard where three or more streets intersect and have a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school;

3. For all pupils, any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop.

4. For all pupils, the usual or frequent presence of any nuisance such as open man-holes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including nuisance which is hazardous or may be attractive to children.

D. Any street, road, or highway, which has no sidewalk s or raised walk areas, shall be deemed hazardous if any one of the following conditions exists:

1. For pupils under age nine, or enrolled in grades K through 2, any street, road or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; available to vehicles when plowed free of snow accumulations, that does not have a minimum width of twenty feet; and

2. For pupils under age nine, or enrolled in grades K through 2, any street, road, or highway possessing a speed limit in excess of thirty miles per hour

E. Any street, road, or highway which has no sidewalks or raised walk areas shall be deemed hazardous when the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance

Non-Instructional Operations

Transportation

with the Connecticut Drivers Manual or Department of Transportation, Division of Design. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks that carry moving trains during hours that pupils are walking to or from school shall be deemed hazardous unless, (1) a crossing guard is present; or (2) an automatic control bar is present at crossings used by pupils under age ten, or, a bar or red flashing signal light is operational when the crossing is used by pupils over ten years of age.

- F. A lake or pond, stream, culvert, waterway, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water for pupils in grades K through 5.
- G. Any area adjacent to a roadway, walkway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, the absence of a fence or other suitable barrier shall be deemed hazardous for pupils in grades K through 5.
- H. Any street, road, walkway, sidewalk, or path designated as a walking route for all school pupils which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.
- I. For all pupils, the presence of man-made hazards including potentially attractive nuisances, as stated in number 2-C-4 above.

3. Special Education Students and Students with Physical Disabilities or Limiting Health Conditions.

- A. Students possessing physical disabilities and/or health conditions rendering them unable to walk to either the bus stop or school, as determined by the physician or the school medical advisor, shall receive appropriate transportation.
- B. Special education students shall be judged on an individual basis.

Non-Instructional Operations

Transportation

4. Eligibility for Out-of-Town Transportation

- A. Any resident of the school district under twenty-one years of age who is not a high school or vocational school graduate and who is attending a state vocational school shall be eligible for transportation
- B. A student who is placed by a Planning and Placement Team for special education reasons in either a public or private educational institution out-of- town shall be provided the necessary transportation.
- C. The Bethel Public Schools does not provide magnet or charter school transportation if such school is outside the town limits.

5. Appeals Process, Request for Change in Bus/Van Transportation

- A. The Director of Fiscal Services, under the direction of the Superintendent, will investigate any request submitted in writing or by phone, and will render a written decision within ten (10) working days. If appropriate, the investigation will include input from the Bus Transportation Company, the Bethel Police Department, or any other Town Department.
- B. If the parent or guardian making the complaint is aggrieved by this decision, a written appeal may be made to the Bethel Board of Education Transportation Committee. Bethel Police Department and any other Town Department, and the Bus Transportation Company, will investigate any request submitted in writing and will render a written decision within ten (10) working days.
 - 1. The Bethel Board of Education Transportation Committee shall hold a hearing to consider the complaint within ten (10) days following receipt of such request.
 - 2. The hearing before the Transportation Committee will be in compliance with the provisions of Section 4-177 to 4-180 of the Connecticut General Statutes.
 - 3. A stenographic record or tape recording shall be made of such hearing.
- C. If a parent or guardian is aggrieved by the findings of the Board of Education, they may make an appeal to the State Board of Education.

Non-Instructional Operations

Transportation

6. Alternate Bus Assignments

- A. Bethel Public Schools will allow students to ride an alternate bus, either on a long-term (year-long) or short-term (a few months) basis, in order to accommodate childcare needs and as long as there is space available on the alternate bus.
- B. To request permission to change bus assignments, a parent/guardian must submit a written or telephone request specifying the reason for the request to the Business Office. Requests will be accepted beginning on June 1st, and will be granted on a first come, first serve basis. A parent/guardian will be notified of the status of his/her request after bus routes have been established. Requests must be submitted annually.
- C. Single day changes of bus assignments will not be permitted from grades Pre-K through 8 unless the change is necessitated by an emergency. In these cases, parents/guardians must notify the school in writing. If the school approves the request the student will be given a document to present to the bus driver that afternoon.

7. Special Transportation for School-Related Trips

A. Athletic and Field Trips

Buses needed for field trips or athletic charters must be requested on the "Athletic Field Trip Notification Form" at least two (2) weeks prior to the date of trip. Approval of the building principal or Athletic Director is required. The principal's office/Athletic Office will make the necessary arrangement for buses with the bus company.

B. Athletic Charters

A purchase order must be issued for all athletic charters funded by the Board of Education budget or Student Activities Funds.

C. Student Funded Field Trips

All money collected from students for a field trip must be deposited to the Student Activity Fund. The payment for the field trip will be made by the student activity bookkeeper upon receipt of the invoice and the appropriate request for payment in accordance with the procedures as outlined for the Student Activity Fund.

Non-Instructional Operations

Transportation

D. Non-Chargeable Field Trips Within the Limits of Bethel

In accordance with the bus contract, buses for field trips within the limits of Bethel are available between 9:00 a.m. and 2:00 p.m. so as not to interfere with the regularly scheduled home/school transportation.

8. Safety Complaints

All complaints concerning school transportation safety shall be made to the Director of Fiscal Services. The Director shall maintain a written record of all complaints, and shall conduct appropriate investigation of the allegations.

A. All written complaints regarding any safety issue pertaining to student transportation must be directed to the Director of Fiscal Services and recorded on the appropriate form stating the following:

- Date complaint received.
- Name and address of complainant
- Nature of complaint.
- Disposition of complaint.
- Date of disposition.

B. The forms and copies of any unresolved safety complaints for the preceding school year must be sent to the Commissioner of Motor Vehicles by July 31 of each school year. The Board of Education will also receive copies of this report.

Legal Reference: Connecticut General Statutes
10-76d re Transportation for Special Education Program Services. 10-97
Transportation to Vocational Schools.
10-186 Duties of Local and Regional Boards of Education re School
Attendance. Hearings. Appeals to State Board. Establishment of Hearing
board. 10-220 Duties of Boards of Education.
10-220 20c Transportation of Children over Private Roads. Immunity from
Liability.

Non-Instructional Operations

Transportation

221. 21c Development of Policy for Reporting Complaints re School Transportation Safety.
10-273a Reimbursement for Transportation to and from Elementary and Secondary Schools.
280. 80a Transportation for Pupils in Non-Profit Private Schools outside School District.
281. Transportation for Pupils in Non-Profit Private Schools within School District.
- 14-275a Use of Standard School Bus Required, when. 14-275b Transportation of Handicapped Students.
- 14-275c Regulations re School Buses and Motor Vehicles used to Transport Special Education Students.
- 14-280 Letters and Signals to be Concealed when not used in Transporting Children. Signs on Other Vehicles
- 20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116
McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107- 110

Regulation approved: July 20, 1992
Revised: January 22, 1996 and June 24, 2004
Revised: 11/4/04
Revised: April 15, 2010
Reviewed: , 9/9/10
Revised 8/31/16, 4/23/20

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Business and Non-Instructional Operations

Transportation

Parent's/Guardian's Responsibility

- A. Parents/guardians should keep at hand for ready reference the school schedule showing when the bus is due at their stop.
- B. Parents/guardians should make sure that children reach the school bus stop at least five minutes prior to the scheduled bus arrival.
- C. Parents/guardians should accompany younger children to the bus stop, especially for children in grades Pre-K through 2.
- D. Parents/guardians should instruct children:
 - 1. To walk facing traffic, if they must walk on the highway.
 - 2. To look both ways before crossing the highway.
 - 3. To wait on the shoulder, off the pavement.
- E. Parents/guardians who meet the school bus should wait on the side of the street.
- F. Parents/guardians should at all times set a good example in observing traffic rules and regulations.
- G. Parents/guardians of students in grades Pre-K through 2 must be present and visible at the time of student drop-off. If a parent/guardian is not visible at student drop-off, the student will be kept on the bus and brought back to the school. If the parent/guardian is not available to be at the bus stop and needs alternative arrangements, the parent/guardian must inform the bus company as to whom, of appropriate age, is authorized to meet the student(s).

Policy adopted: 4/15/10
SCHOOLS Revised: 6/17/20
Connecticut

BETHEL PUBLIC
Bethel,

Non-Instructional Operations

Transportation Safety Complaints

All complaints concerning school transportation safety shall be made to the Director of Fiscal Services. The Director of Fiscal Services shall maintain a written record of all such safety-related complaints, and shall conduct appropriate investigations of the allegations.

1. All written complaints regarding any safety issue whatsoever pertaining to student transportation must be recorded on the appropriate form stating the following:
 - A. Date complaint received.
 - B. Name and address of complainant.
 - C. Nature of complaint.
 - D. Disposition of complaint.
 - E. Date of disposition.

2. The form and copies of the written complaints regarding any safety complaint for the preceding School Year must be sent to the Commissioner of Motor Vehicles by July 31 of each year. The Board of Education will also receive a copy of this report.

Legal Reference: Connecticut General Statutes

10-221c Development of Policy for Reporting Complaints re School Transportation Safety

Policy adopted: July 20, 1992
 Policy Revised: April 15, 2010

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Student Attendance and Truancy

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Bethel Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Connecticut General Statutes §10-220

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes
§10-198a

Public Act 15-225, "An Act Concerning Chronic Absenteeism"

Guidelines for Reporting Student Attendance in the Public School Information System
(Connecticut State Department of Education, January 2008)

Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Policy Adopted:

September 28, 1992

BETHEL PUBLIC SCHOOLS

Revised: 4/4/1994

Revised: 9/21/2000

Revised: 5/10/2007

Revised: 6/24/2013

Bethel, CT,

Revised: 12/17/2015

Students

Student Attendance and Truancy

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. “Absence” - any day during which a student is not considered “in attendance” at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.
2. “Disciplinary absence” - Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.
3. “Educational evaluation” - for purposes of this policy, an educational evaluation is an assessment of a student’s educational development, which, based upon the student’s presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
4. “Excused absence” - a student is considered excused from school if the school has received documentation (see section B) describing the reason for the absence within ten (10) school days of the student’s return to school, or if the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student’s 10th absence, is considered excused when the student’s parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student’s 10th absence and all absences thereafter, a student’s absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);

Students

Student Attendance and Truancy

- ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
 - vi. lack of transportation that is normally provided by a district other than the one the student attends.
- c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.
5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.
 6. "Student" - a student enrolled in the Bethel Public Schools.
 7. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.
 8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

Students

Student Attendance and Truancy

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Documentation Requirements for Absences

1. Documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. An incidence of absence is considered consecutive days of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note, email or voicemail message from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's 10th absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - (1) signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - (2) signed note from school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - (1) a police summons;
 - (2) a subpoena;
 - (3) a notice to appear;

Students

Student Attendance and Truancy

- (4) a signed note from a court official; or
 - (5) other official, written documentation of the legal requirement to appear in court.
- d. funeral or death in the family, or other emergency beyond the control of the student's family: written document must explain the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a district other than the one the student attends: none.
- 5. The Bethel Public Schools reserves the right to randomly audit documentation received, through telephone and other methods of communication, to determine its authenticity.
 - 6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision of the completed documentation.

C. Absenteeism for Extended Periods of Time

- 1. For students who are absent for more than fifteen (15) consecutive days related to travel (not due to illness), they will be considered unexcused absences.
- 2. Parents should be aware, the Bethel Public Schools cannot guarantee class placement or schedule upon return.

D. Extraordinary Educational Opportunities

- 1. To qualify as an extraordinary educational opportunity, the opportunity must:

Students

Student Attendance and Truancy

- a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available for this exemption;
 - c. be grade and developmentally appropriate; and
 - d. include content that is 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.
2. Family vacations do not qualify as extraordinary educational opportunities.
 3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the building principal in writing or via email prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building administrator;
 - b. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - c. include additional documentation, where available, about the opportunity.
 4. The building principal shall provide a response in writing or via email and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity;

Students

Student Attendance and Truancy

- e. the understanding that the building administrator may withdraw its approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

D. Truancy Exceptions:

1. A student **five (5) or six (6) years of age** shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.
2. A student **seventeen (17) years of age** shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.
3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

E. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section D.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

Students

Student Attendance and Truancy

2. If a student who has voluntarily withdrawn from school (in accordance with Section D.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

F. Determinations of Whether a Student is “In Attendance”:

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.
2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered “in attendance.”
3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being “in attendance” for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

G. Procedures for students in grades K-8*

1. Notification
 - a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Bethel Public Schools.
 - b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the

Students

Student Attendance and Truancy

student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-12. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal or his/her designee shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

H. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

- a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.
- b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.
- c. On or before August 15, 2018, if the Commissioner of Education determines that any school under the jurisdiction of Bethel Board of

Students

Student Attendance and Truancy

Education has a disproportionately high rate of truancy, the district shall implement a truancy intervention model identified by the Department Education pursuant to Conn. Gen. Stat. § 10-198e.

- d. In addition to the procedures specified in subsections a through c above, a regular education student who is experiencing attendance problems should be referred to the building intervention team to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team (“PPT”) meeting to review the student’s need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

I. Attendance Records

All attendance records developed by the Board shall include the individual student’s state-assigned student identifier (SASID).

II. **Chronic Absenteeism**

A. Definitions for Section II

1. “Chronically absent child” - a child who is enrolled in a school under the jurisdiction of the Bethel Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;
2. “Absence” - an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations;
3. “District chronic absenteeism rate” - the total number of chronically absent children under the jurisdiction of the Bethel Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and
4. “School chronic absenteeism rate” - the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

Students

Student Attendance and Truancy

If the Bethel Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Bethel Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Bethel Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Bethel Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

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

D. State Chronic Absenteeism Prevention and Intervention Plan

The Bethel Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Students

Student Attendance and Truancy

Legal References:

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System
(Connecticut State Department of Education, January 2008)

Public Act 17-14, An Act Implementing the Recommendations of the Department of
Education

Connecticut State Board of Education Memorandum, *Definitions of Excused and
Unexcused Absences* (June 27, 2012)

Regulation approved: September 28, 1990

Regulation revised: 9/7/93, 4/4/94, 9/18/95, 8/25/05

Regulation Revised: 6/8/06, 2/8/2007, 5/10/07

Regulation Revised: 6/24/2013, 12/17/15, 03/17/16, 7/27/16, 6/1/17

BETHEL PUBLIC SCHOOLS

Bethel, Connecticut

Students

Student Discipline

I. Definitions

- A. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- B. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g. hunting); type of projectile; force and velocity of discharge; method of discharge (i.e. spring v. CO2 cartridge) and potential for serious bodily harm or death.
- C. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- D. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- E. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- F. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- G. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that

Students

Student Discipline

will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- H. **In-School Suspension** means an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- I. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- J. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- K. **School Days** shall mean days when school is in session for students.
- L. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- M. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- N. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- O. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release devise by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion

Students

Student Discipline

of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

- P. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.

II. Scope of the Student Discipline Policy

A. Conduct on School Grounds or at a School-Sponsored Activity:

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

B. Conduct off School Grounds:

1. Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a

Students

Student Discipline

school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.

Students**Student Discipline**

12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery system (e.g. e-cigarettes), drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non- prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers,

Students**Student Discipline**

and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.

Students

Student Discipline

29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, which:
 - a) causes physical or emotional harm to such student or damage to such student's property;
 - b) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c) creates a hostile environment at school for such student;
 - d) infringes on the rights of such student at school; or
 - e) substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, repeated written, oral or electronic communications or physical acts or gestures based on any 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 by association with an individual or group who has or is perceived to have one or more of such characteristics.

33. Cyberbullying, defined as 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.

Students

Student Discipline

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. 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 this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
39. Engaging in teen dating violence, defined as 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
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. A principal may consider recommendation of expulsion of a student in grades three to twelve, inclusive a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.
- B. 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:

Students

Student Discipline

1. 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
2. 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
3. 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.

The terms “dangerous instrument,” “deadly weapon,” “electronic defense weapon,” “firearm,” and “martial arts weapon,” are defined above in Section I.

- C. In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds or at a preschool program-sponsored event. The term “firearm” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board or a Board-appointed hearing officer so that the Board or a Board-appointed hearing officer can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section IV(B)(1), (2) and (3) of this policy. For any

Students

Student Discipline

mandatory expulsion offense, the Board or a Board-appointed hearing officer may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VI. Procedures Governing Suspension

- A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. If suspended, such suspension shall be an in-school suspension unless, during the informal hearing, the principal or designee determines that the student: (a) poses such a danger to persons or property or such a disruption of the educational process that he or she should be excluded from school during the period of suspension; or (b) the administration determines that an out-of-school suspension is appropriate based on evidence of (i) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (ii) previous efforts by the administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

Students

Student Discipline

3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the principal or designee shall also notify the Superintendent or his/her designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which he or she missed while under suspension.
9. The school administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student and/or the student's parents to pay for participation in the program.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VI.A(9), above, the administration may choose to expunge the suspension notice from the cumulative record at the time the student

Students

Student Discipline

completes the administration-specified program and meets any other conditions required by the administration.

11. If the student has not previously been suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
 12. The decision of the principal or designee with regard to disciplinary actions up to and including suspensions shall be final.
 13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board or a Board-appointed hearing officer. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VII. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board.

Students

Student Discipline

- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

VIII. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board or a Board-appointed hearing officer shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat.

§ 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

- 1. Expulsion hearings conducted by the Board or a Board-appointed hearing officer will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
- 2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. Hearing Notice:

- 1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
- 2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

Students

Student Discipline

3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.
 - h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
 - i. Information about free or reduced-rate legal services and how to access such services.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and counsel, briefly explain the hearing procedures, and swear in any witnesses called by the Administration or the student.

Students

Student Discipline

2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. Formal rules of evidence will not be followed. The Board or a Board-appointed hearing officer has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial or irrelevant.
4. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board or a Board-appointed hearing officer will receive and consider evidence regarding the conduct alleged by the Administration.
5. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or his/her designee.
6. Each witness for the Administration will be called and sworn. After a witness has finished testifying, he/she will be subject to cross-examination by the opposite party or his/her legal counsel, by the Presiding Officer and by Board members.
7. After the Administration has presented its case, the student will be asked if he/she has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Presiding Officer and/or by the Board or a Board-appointed hearing officer. The student may also choose to make a statement at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board or a Board-appointed hearing officer. Concluding statements will be made by the Administration and then by the student and/or his or her representative.
8. In cases where the student has denied the allegation, the Board or a Board-appointed hearing officer must determine whether the student committed the offense(s) as charged by the Superintendent.
9. If the Board or a Board-appointed hearing officer determines that the student has committed the conduct as alleged, then the Board or a Board-appointed hearing officer shall proceed with the second portion of the hearing, during which the Board or a Board-appointed hearing officer will

Students

Student Discipline

receive and consider relevant evidence regarding the length and conditions of expulsion.

10. When considering the length and conditions of expulsion, the Board or a Board-appointed hearing officer may review the student's attendance, academic and past disciplinary records. The Board or a Board-appointed hearing officer may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VI.A (9), (10), (11), above, and Section X, below. The Board or a Board-appointed hearing officer may ask the Superintendent for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board or a Board-appointed hearing officer is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board or a Board-appointed hearing officer either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board or a Board-appointed hearing officer as to the appropriate discipline to be applied.
13. The Board or a Board-appointed hearing officer shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
14. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board or a Board-appointed hearing officer may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board or a Board-appointed hearing officer. The Board or a Board-appointed hearing officer-specified

Students

Student Discipline

program shall not require the student and/or the student's parents to pay for participation in the program.

15. The Board or a Board-appointed hearing officer shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

- E. Presence on School Grounds and Participation in School-Sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

- F. Stipulated Agreements:

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board or a Board-appointed hearing officer concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board or a Board-appointed hearing officer, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board or a Board-appointed hearing officer rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board or a Board-appointed hearing officer in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation

Students

Student Discipline

shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board or a Board-appointed hearing officer, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board or a Board-appointed hearing officer rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

IX. Alternative Educational Opportunities for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board or a Board-appointed hearing officer expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board or a Board-appointed hearing officer of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.
3. The Board of Education shall count the expulsion of a pupil when he/she was under sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

Students

Student Discipline

C. Students eighteen (18) years of age or older:

The Board of Education is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):

Notwithstanding Sections IX.A. through C. above, if the Board or a Board-appointed hearing officer expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

E. Students for whom an alternative educational opportunity is not required:

The Board of Education may offer an alternative educational opportunity to a pupil for whom such alternative educational opportunity is not required as described in this policy.

X. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board or a Board-appointed hearing officer-specified program and meets any other conditions required by the Board or a Board-appointed hearing officer.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student.

Students

Student Discipline

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XI. Change of Residence During Expulsion Proceedings

A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board or a Board-appointed hearing officer shall make its determination based upon a hearing held by the Board or a Board-appointed hearing officer, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board or a Board-appointed hearing officer.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board or a Board-appointed hearing officer, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board or a Board-appointed hearing officer shall complete the expulsion hearing and render a decision. If the Board or a Board-appointed hearing officer subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

Students

Student Discipline

A. Suspension of IDEA students:

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an “IDEA student”) who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

B. Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student’s planning and placement team (“PPT”), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student’s PPT shall consider the relationship between the student’s disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student’s behavior was a manifestation of his/her disability.

Students

Student Discipline

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Transfer of IDEA students for Certain Offenses:

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.

Students

Student Discipline

2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIII. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
 3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student’s disability, the Administration may proceed with the recommended expulsion.
- B. The Board or a Board-appointed hearing officer may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any

Students

Student Discipline

student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XIV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board or a Board-appointed hearing officer in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XV. Early Readmission to School

An expelled student may apply for early readmission to school. The Board or a Board-appointed hearing officer delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVI. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVII. Compliance with Documentation and Reporting Requirements

- A. The Board of Education shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).

Students

Student Discipline

- B. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board or a Board-appointed hearing officer expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board or a Board-appointed hearing officer expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

- §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act)
- §§ 10-233a through 10-233e Suspension and expulsion of students.
- § 10-233f In-school suspension of students.
- § 21a-408a through 408p Palliative Use of Marijuana
- § 29-38 Weapons in vehicles
- § 53a-3 Definitions
- § 53a-206 (definition of “weapon”)

Public Act 14-76, “An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems And Youth Smoking Prevention”

Public Act 14-229, “An Act Concerning The Expungement Of A Pupil’s Cumulative Education Record For Certain Expulsions”

Public Act 14-234, “An Act Concerning Domestic Violence And Sexual Assault”

Public Act 15-96, “An Act Concerning Out of School Suspensions and Expulsions for Students in Preschool and Grade Kindergarten to Two.”

Packer v. Board of Educ. of the Town of Thomaston, 246 Conn. 89 (1998).

State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).

State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Students

Student Discipline

Honig v. Doe, 484 U.S. 305 (1988)

Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

18 U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

Regulation approved: 9/8/92

BETHEL PUBLIC SCHOOLS

Regulation Revised: 4/4/95; 10/17/94; 9/18/96

Bethel, CT

Regulation Revised: 11/18/96, 2/9/98

Reg. To Policy: 9/4/03

Policy Revised: January 29, 2009, November 19, 2015

Students

Homeless Students

The Board shall make reasonable efforts to identify homeless children and youth within the district, encourage their enrollment in school and eliminate existing barriers to their education which may exist in district policies or practices.

Homeless Children and Youth: means children and youth twenty-one years of age and younger who lack a fixed, regular, and adequate nighttime residence, including children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
2. Are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations.
3. Are living in emergency or transitional shelters.
4. Are abandoned in hospitals.
5. Are awaiting foster care placement.
6. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
7. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
8. Are migratory children living in the above described circumstances?

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

Homeless students residing within the district or residing in temporary shelters in the district shall be offered free school privileges.

Homeless students, as defined by federal and state statutes, are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

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

Homeless students residing within the district but not placed in a shelter remain the district's responsibility. Such services for the child may be:

1. Continued in the school that the student attended when permanently housed or the school of last enrollment; or

Students

Homeless Students

2. Provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will keep in the school of origin, unless it is against the wishes of the parent/guardian. If placement in the school of origin is not feasible, the homeless student must be placed in the school that is attended by other students living in the same attendance area in which the homeless student lives.

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

Homeless children and youth shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services and food and nutrition programs and preschools operated by the district, if they meet established criteria for these services.

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

1. The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen years of age.

The district will treat information about a homeless child or youth's living situation as a student education record subject to the protections of the Family Educational Rights and Privacy Act (FERPA). Such information shall not be deemed to be directory information.

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

(cf. 5141.3 Student Health Assessments and Immunizations)
(cf. 5141.4 Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.

Students

Homeless Students

17a101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.

17a102 Report of danger of abuse.

17a103 Reports by others.

17a106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.

46b120 Definitions.

Stewart B. McKinney Homeless Assistance Act, 42 U.S.C. §§ 11431 et seq., as amended by ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children and Youth Programs, Vol. 81, No. 52 3/17/206

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

Dept. of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of General Education Provisions Act (20 U.S.C. 1232g) parents and student privacy and other rights with respect to educational records, as amended 11/21/1996 and Final Rule 34 CFR Part

99. December 9, 2008, December 2, 2011

Policy adopted: 1/17/02
 Policy Revised: 4/1/04
 Policy Revised: 3/16/17

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Promotion/Acceleration/Retention

Grades K-8

In general, children shall be placed at the grade level to which they are best prepared academically, socially and emotionally. The education program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. Acceleration may be considered for the exceptional child who is academically, socially, and emotionally capable of being advanced.

Some children, however, may benefit from remaining another year in the same grade. Retention may be considered when the action is deemed to have a reasonable chance of benefiting the child. However, no student will be retained more than once in a given grade.

Whenever retention is being considered, if the student is not meeting grade level standards, the teacher shall initially confer with the principal, parent, and intervention team to discuss specific areas of concern and to develop an intervention plan and opportunities for remedial assistance to overcome the academic deficiencies. The parents shall then be invited to a meeting with the teacher, principal, and other staff members no later than June 1st, for an updated discussion of the child's response to the intervention plan. This discussion shall consist of an explanation to the parent of their child's current academic standing in relationship to program objectives and individual ability. The final decision regarding retention shall be made by the school principal, in consultation with the classroom teacher, intervention team and parents.

Grades 9-12

In general, class placement is based on the number of credits earned in the previous years. Minimum requirements for official high school class standing and promotion are:

Sophomore Standing	5
Junior Standing	11
Senior Standing	17
Graduation	25

Regulation approved: August 21, 2000

Regulation revised: June 7, 2007

Regulation revised: March 4, 2015

Regulation revised: April 23, 2015

BETHEL PUBLIC SCHOOLS

Bethel, CT

Students

Reporting to Parents

The Board of Education encourages communication between the parent/guardian and teacher and promotes frequent and varied reporting contacts. All forms and methods of communication, including, but not limited to, parent-teacher conferences, mail, telephone, and school visitations by parent/guardian will be utilized.

The purpose of reporting to the parent/guardian is:

1. To reflect and reinforce the basic philosophy of the school.
2. To help the teacher and the parent evaluate the student's progress.
3. To promote the mutual responsibility of the home and school for the development of the child.
4. To enable teacher and parent to benefit from information and suggestions of the other in order to contribute to a better understanding of the child and his/her needs.
5. To develop a positive plan of cooperative action in helping the student to overcome difficulties and encourage further satisfactory growth.

If the parents/guardians of a child are separated or divorced, both will have the right to be informed of their child's progress in school unless there is an order from the court to the contrary. To receive written reports and notification of conferences, a noncustodial parent/guardian will make such request to the school principal in writing.

Legal Reference: Connecticut General Statutes

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

46b-56 Access to records of minor children by noncustodial parent.

Policy adopted: September 8, 1992

Policy revised: August 25, 2005

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Reporting to Parents

Report Card

Written reports on student progress will be issued to parents. The reporting dates are determined annually and placed on the school calendar. Parent/Guardian is to be advised at the end of the third reporting period of a student's potential failure and the possibility of having to repeat a grade or a course. Teachers also report on student progress at regularly scheduled parent conferences.

Warning Notices

Student progress reports may be sent any time between marking periods to parent/guardian of students who need special attention. These reports do not necessarily mean that a student is failing, but indicates a deficiency exists which needs correction. Written acknowledgment of this report by a note from the parent/guardian is required.

Students

Student Records; Confidentiality

Definitions

As used in this regulation:

1. **“Student Record”** means any item of information directly related to an identifiable student, other than directory information, which is maintained by the school district or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film microfilm or other means. Student records include information relative to an individual student gathered within or without the school system and maintained within the school district, regardless of the physical form in which it is maintained. Any information which is maintained for the purpose of review by a second party is considered a student record.

“Student Record” shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

“Substitute” means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of notes in his or her position. Medical records are not open to public inspection.

2. **“Directory Information”** means one or more of the following items: student’s name, address, telephone number, grade, district email for school purposes only, photograph, digital recording, participation in officially recognized activities and sports, weight and height as a member of athletic team, degrees and awards received, and student work for public display.
3. **“Parent”** means a natural parent, an adopted parent, or legal guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody have the legal right of access to the academic, medical, hospital or other health records of the child, unless a court order prohibits access.

Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student.

Students

Student Records; Confidentiality

Definitions (continued)

4. "Access" means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.
5. "Student" means a person who is or was enrolled in a school.
6. "Adult student" means a person who is or was enrolled in school and who is at least eighteen (18) years of age.
7. "Eligible student" means a person sixteen (16) years or older or who has completed Grade 10.

Types of Records

The school district shall maintain only the following three categories of records:

1. Mandatory Permanent Student Records are those records which are maintained in perpetuity and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following:
 - A. Legal name of student.
 - B. Date of birth.
 - C. Method of verification of birth date.
 - D. Sex of student.
 - E. Place of birth.
 - F. Name and address of parent of minor student.
 - (1) Address of minor student if different from the above.
 - (2) An annual verification of the name and address of the parent and the residence of the student.

Students

Student Records; Confidentiality

Types of Records (continued)

- G. Entering and leaving date of each school year and for any summer session or other extra session.
 - H. Subjects taken during each year, half-year, summer session, or quarter.
 - I. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken.
 - J. Verification or exemption from required immunizations.
 - K. Date of high school graduation or equivalent.
2. Mandatory Interim Student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations, or authorized administrative directive. Such records include the following:
- A. A log or record shall be maintained for each student's record which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests therefore. (Exception from listing, see page 5125(o), Access Log, 2.)
 - B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
 - C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
 - D. Language training records.
 - E. Progress slips and/or notices.

Students

Student Records: Confidentiality

Types of Records (continued)

- F. Parental restrictions regarding access to directory information or related stipulations.
 - G. Parent or adult student rejoinders to challenged records and to disciplinary action.
 - H. Parental authorizations or prohibitions of student participation in specific programs.
 - I. Results of standardized tests administered within the preceding three years.
3. Permitted Records are those records having clear importance only to the current educational process of the student. Such records may include the following:
- A. Objective counselor and/or teacher ratings.
 - B. Standardized test results older than three years.
 - C. Routine discipline data.
 - D. Verified reports of relevant behavioral patterns.
 - E. All disciplinary notices.

Maintenance and Security of Pupil Records

- 1. Custodian of Records
 - A. The Building Principal is hereby designated as custodian of student records. The address of the custodian is Bethel Public Schools, P.O. Box 253, Bethel, Connecticut, 06801.

Students

Student Records: Confidentiality

Maintenance & Security of Pupil Records (continued)

- (1) The custodian is charged with district-wide responsibility for implementing Board of Education policies and administrative regulations relating to student records.
 - (2) The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.
 - (3) The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.
 - B. In each school, the principal, or a certified employee designated by the principal, is responsible for implementation of Board of Education policies and administrative regulations relating to student records maintained in that school.
2. Files
- A. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.
 - B. Student records shall be stored in locked containers or rooms.
3. Information
- A. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

Students

Student Records: Confidentiality

Access to Student Records

1. Parents
 - A. Parents of currently enrolled or former students shall have an absolute right during regular business hours to access to any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof, shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.
 - B. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than five (5) days following the date of the request.
 - C. A requesting parent shall be notified of the location of all student records, if not centrally located.
 - D. When a parent's dominant language is not English, the district shall make an effort to
 - (1) provide interpretation of the student record in the dominant language of the parent, or
 - (2) assist the parent in securing an interpreter.
2. Parental Consent
 - A. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an emancipated minor, or has entered a postsecondary educational institution.

Students

Student Records: Confidentiality

Access to Student Records (continued)

- B. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.
 - C. The consent notices shall be kept permanently with the student record.
 - D. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (HEW 99.30(d))
3. Without Parental Consent
- A. No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:
 - (1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll.
 - (2) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law, provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.

Students

Student Records; Confidentiality

Access to Student Records (continued)

- (3) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.
 - (4) Parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.
 - (5) A student sixteen (16) years of age or older having completed the tenth grade who requests such access.
- B. Information from student records may be released to the following:
 - (1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 34 CFR 99.36, Conditions for disclosure of information in health and safety emergencies.
3. Without Parental Consent
 - (2) Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
 - (3) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, in connection with the investigation or persecution

Students

Student Records; Confidentiality

Access to Student Records (continued)

of terrorism crimes. The district, in response to such an order, is not required to record a disclosure of information.

- (4) Accrediting organizations in order to carry out their accrediting functions.
 - (5) Organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
 - (6) Officials and employees of private schools or school districts where the student is enrolled or intends to enroll subject to the rights of parents by law.
- C. No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed as to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.
5. Court Order
- A. Information concerning a student shall be furnished in compliance with a court order.
 - (1) Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent and the student three days' notice, if lawfully possible, within the requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

Students

Student Records; Confidentiality (continued)

Access to Student Records (continued)

- (2) Only those records related to the specific purpose of the court order shall be disclosed.
- B. The service of a subpoena upon a district employee or official solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by such employee, in lieu of personal appearance as witness in the proceeding, by submitting to the court, or other agency issuing the subpoena, at the time and place required by the subpoena, a copy of such record, accompanied by an affidavit certifying that such copy is a true copy of the original record on file in the school or school office. The copy of the record shall be in the form of a photograph, microfilm, micro card, or miniature photograph or other photographic copy or reproduction or an enlargement thereof.

Nothing in this regulation shall preclude the district from providing in its discretion statistical data from which no student may be identified to any public agency or entity or private nonprofit college, university, or educational research and development organization when such actions would be in the best educational interests of students.

Challenging Contents of Records

1. Following an inspection and review of a student's records the parent or guardian of the student or former student may challenge the content of any student record.
 - A. The parent may file a written request with the Superintendent of Schools to correct or remove any information recorded in the written records concerning the parent's child which the parent alleges to be:
 - (1) inaccurate.
 - (2) an unsubstantiated personal conclusion or inference.
 - (3) a conclusion or inference outside of the observer's area of competence.
 - (4) not based on the personal observation of a named person with the time and place of the observation noted.

Students

Student Records; Confidentiality (continued)

Challenging Contents of Records (continued)

- B. Within 30 days of receipt of such request, the Superintendent or designee shall meet with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the school district.
- C. The information shall be corrected or removed if the Superintendent sustains any or all of the allegations.
- D. If the Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the Board of Education.
 - (1) Within 30 days of receipt of such an appeal the Board of Education shall, in closed session with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the district, determine whether or not to sustain or deny the allegations. The decision of the Board of Education shall be final.
 - (2) If the Board of Education sustains any or all of the allegations, it shall order the Superintendent to immediately correct or remove and destroy the information from the student's written records.
 - (3) Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Education unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.
- E. If the final decision of the Board of Education is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the Superintendent, the parent or guardian shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is corrected or removed.

Students

Student Records; Confidentiality

Challenging Contents of Records (continued)

2. Hearing Panel

- A. Either the Superintendent of Schools or the Board of Education may convene a hearing panel composed of the following persons, provided the parent has given written consent to release information from the relevant student's records to the members of the panel so convened, to assist in making determinations:
 - (1) The principal of a public school other than the one at which the record is on file.
 - (2) A certified employee appointed by the parent or guardian.
 - (3) A parent appointed by the Superintendent or by the Board of Education, depending upon who convenes the panel.
- B. The persons appointed pursuant to the above paragraph, if possible, shall not be acquainted with the student, his/her parent or guardian, or the certified employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph a (2) above.
- C. The principal appointed to the hearing panel shall serve as chairperson.
- D. The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certified employee who recorded the information in question, if any, and if such employee is currently employed by the school system.
 - (1) The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.
 - (2) Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Superintendent or the Board of Education, depending upon who convened the panel.

Students

Student Records; Confidentiality

Challenging Contents of Records (continued)

- E. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.
3. Whenever there is included in any student record information concerning any disciplinary action taken by school system personnel in connection with the student, the student's parent or guardian may include in such student's record a written statement or response concerning the disciplinary action.

Directory Information

1. "Directory Information" means one or more of the following kinds of information:
- 1. The student's name;
 - 2. The student's address;
 - 3. The student's telephone listing;
 - 4. The student's grade level;
 - 5. The student's district email for school purposes only;
 - 6. The student's photograph;
 - 7. A digital recording identifying the student.
 - 8. The student's participation in officially recognized activities and sports;
 - 9. The student's weight and height as a member of an athletic team;
 - 10. Honors and awards received by the student; and
 - 11. Student work for public display.
2. Directory information may be released to the following:
- A. Federal, state and local governmental agencies
 - B. Representatives of the news media, including but not limited to newspapers, magazines and radio and television stations
 - C. Employers or prospective employers
 - D. District Parent Organizations
 - E. Nonprofit youth organizations

Students**Student Records; Confidentiality (continued)****Directory Information (continued)**

- F. Military recruits or institutions of higher learning that have requested the names, addresses, and telephone numbers of secondary school students unless parental consent is denied.
3. Subject to the provisions of C.G.S. 1-19(b11), high schools shall provide the same directory information and on-campus recruiting opportunities to military recruiters as are offered to nonmilitary recruiters or commercial concerns. (cf. 5145.14 On-Campus Recruitment).
4. No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media.
5. The names and addresses of students enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided, in accordance with the terms of the law, to a private school or college cooperating under state law.
6. The custodian of records will normally limit or deny the release of specific categories of directory information unless he determines that such release is required by law or is in the best interests of students.
7. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.
 - A. The school shall allow a reasonable period of time after such notice has been given for a parent or guardian to inform the custodian of student records that any or all of the information designated should not be released without the parent's or guardian's prior consent.
 - B. No directory information shall be released regarding any student when a parent or guardian has notified the school that such information shall not be released.

Access Log

1. A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.

Students

Student Records; Confidentiality

2. Such listing need not include the following:
 - A. Parents or students to whom access is granted.
 - B. Parties to whom directory information is released.
 - C. Parties for whom written consent has been executed by the parent or guardian.
 - D. School officials or employees having a legitimate educational interest.
3. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling and postage (if any) shall be charged for furnishing copies of any student record.
2. The custodian of student records annually shall recommend a fee schedule for approval by the Board of Education.
3. No fee shall
 - A. effectively prevents the parents or guardians from exercising their right to inspect and review student records.
 - B. be charged for searching or retrieving a student's record.
 - C. be made for furnishing
 - (1) up to two transcripts of former student's records.

Students

Student Records; Confidentiality (continued)

Fee for Researching Records (continued)

(2) up to two verifications of various records of former students.

Transfer of Student Records

1. Whenever a student transfers to another Connecticut public school district or to a charter school, the following student records shall be forwarded upon written notification of the student's enrollment from the other district.
 - A. The student's Mandatory Permanent Student Record or a copy thereof. The original or a copy shall be retained by this district.
 - B. The student's entire Mandatory Interim Student Record.
 - C. Suspension/Expulsion Records.
2. The student's records shall be transferred to the new school district or charter school no later than ten (10) days after receipt of such notification.
3. Whenever a student transfers to a school district in another state or to a private school, the district shall transfer the student's Mandatory Permanent Student Record upon receipt of a written request.
4. Whenever a student transfers to a public school district within Connecticut or to a public school district in another state, the student's disciplinary record of in-and-out of school suspensions and expulsions shall be sent no later than 10 days after receipt of transfer notification. This requirement does not apply when the receiving district is a parochial, private or other non-public school.
5. Permitted student records may be forwarded.
6. Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or the student's parents or guardian.

Students

Student Records; Confidentiality

Transfer of Student Records (continued)

7. All student records shall be updated prior to transfer.
8. Parent Notification
 - A. If a student's parent/guardian did not give authorization for the transfer of such records, the district shall send notification of the transfer to the parent/guardian at the same time it transfers the records.
 - B. If the transfer is a within-state transfer, the receiving school shall notify the parents of the record transfer.
 - C. If the student transfers out of state, the custodian of student records shall notify the parents or guardian at their last known address of the rights accorded them. (34 C.F.R. 99.34 disclosure to other agencies or institutions)
 - D. The notification shall include a statement of the parent's or guardian's right to review, challenge, and receive a copy of the student record, if desired

Retention and Destruction of Student Records

1. No additions, except routine updating, shall be made to a student's record after high school graduation or permanent departure without the parent's or guardian's prior consent for those students who have not reached the age of eighteen years. Adult students may give consent for themselves.
2. The guide to disposal of municipal records in Connecticut is found in Connecticut General Statutes 7-109. For disposal of education records, see Schedule V of "Records Retention Schedules 1982" (Revised 1983) published by the Public Records Administration, Connecticut State Library, Hartford, Connecticut.
3. The method of destruction shall assure that records are not available to possible public inspection during the destruction process.

Subpoenaed Records

If the school is served with a subpoena issued by competent authority directing the production of school or student records in connection with any court proceeding, the

Students

Student Records; Confidentiality

school upon which such subpoena is served may deliver such record, or at its option a copy thereof, to the clerk of such court. Such clerk shall give a receipt for the same and shall be responsible for the safekeeping of such records, not permitting the removal of such records from the premises of the court. The clerk shall notify the school to call for the subpoenaed record when it is no longer needed for use in court.

Any such record so delivered to the clerk of the court shall be sealed in an envelope which shall indicate the name of the school or student, the name of the attorney subpoenaing the same and the title of the case referred to in the subpoena.

No such record or copy shall be open to inspection by any person except upon the order of a judge of the court concerned, and any such record or copy shall at all times be subject to the order of such judge.

Any and all parts of any such record or copy, if not otherwise inadmissible, shall be admitted in evidence without any preliminary testimony, if there is attached thereto the certification in affidavit form of the person in charge of such record indicating that such record or copy is the original record or copy thereof, made in the regular course of such business to make such record and that it was the regular course of such business to make such record at the time of the transactions, occurrences or events recorded therein or within a reasonable time thereafter.

A subpoena directing production of such school or student records shall be served not less than eighteen (18) hours before the time for production, provided such subpoena shall be valid if served less than eighteen (18) hours before the time of production if written notice of intent to serve such subpoena has been delivered to the person in charge of such records not less than eighteen hours

(18) nor more than two weeks before such time for production.

Notification of Parents

1. Parents shall be notified in writing of their rights under this regulation upon the date of the student's initial enrollment, and thereafter at the same time as notice is issued. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:

Students

Student Records; Confidentiality

- A. The type of student records and information contained therein which are directly related to students and maintained by the school system.
- B. The position of the person responsible for the maintenance of each type of record.
- C. The location of the log or record required to be maintained.
- D. The criteria to be used by the school district in defining “school officials and employees” and in determining “legitimate educational interest.”
- E. The policies of the school district for reviewing and expunging student records.
- F. The right of the parent or guardian to access to student records.
- G. The procedures for challenging the content of student records.
- H. The policy that no fee will be charged for up to two copies of a record.
- I. The categories of information which the school district has designated as directory information.
- J. The categories of information which the school district has designated as directory information and that pursuant to federal law, military recruits and institutions of higher learning may request and receive the names, address, and telephone numbers of all high school students, unless their parents/guardians notify the school, in writing, not to release this information.
- K. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 U.S.C.A. 1232g).

Students

Student Records; Confidentiality

Notification of Parents (continued)

(cf. 6161.21 - Overdue, Damaged or Lost Instructional Materials)
(cf. 6174 - Summer School)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

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

10-94i Rights and liabilities of surrogate parents.

10-154a Professional communications between teacher or nurse and student.

10-209 Records not to be public.

10-221b Boards of education to establish written uniform policy re treatment of recruiters.

46b-56(e) Access to records of minors.

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

5125(u)

5125.1

Students

Student Records; Confidentiality

Legal Reference (continued)

Connecticut Public Records Administration Schedule V — Disposition of Education Records (Revised 1983)

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. 2332b(g)(5)(B) and 2331.

PL 107-110, "No Child Left Behind Act of 2001," Sections 4155, 5208, and 9528.

Regulation approved: September 8, 1992
Regulation Revised: 8/21/2000, 1/11/01, 4/15/04,
6/24/04, 12/17/15, 9/12/16
11/17/2016

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Conduct

Areas of Responsibility

1. Board of Education

The Board of Education holds all personnel responsible for the proper conduct of students while legally under the supervision and jurisdiction of the school.

2. Principal

The principal implements procedures, rules, and regulations to render effective the policies of the Board of Education. The principal may involve representatives of all areas of school personnel, students, parents and citizens of the community.

3. Teachers

Teachers are responsible for instructing students of proper conduct in a school setting. The responsibility and authority of any teacher extends to all students of the school district.

4. Parents

Parents are expected to cooperate with school authorities regarding the behavior of their children and are held responsible for any willful misbehavior of their children.

Student Behavior

Students shall be properly instructed in rules of acceptable conduct. They are responsible for complying with those standards of behavior. Any student failing to comply with these rules concerning student behavior is subject to suspension, exclusion, or expulsion.

Students

Conduct (continued)

Notification of Behavior Code

The Board of Education shall, at the beginning of each school year, notify the parent/guardian of minor students registered in the district of the rules of the district pertaining to student discipline.

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

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

(cf. 5144 - Discipline/Punishment)

Legal Reference: Connecticut General Statutes

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

Policy adopted: September 8, 1992

Policy Revised: August 25, 2005

5131P-P&P5-04

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Bus Conduct

The Bethel Board of Education is committed to maintaining the safety of students and employees. Students riding in vehicles provided by the Board of Education must wear seat belts at all times.

Students riding the bus come under the authority of school officials as the bus is considered an extension of the classroom. The following rules and regulations apply for all buses used to transport students of the Bethel Public Schools:

1. Students must remain seated while the vehicle is in motion.
2. Disruptive behavior including but not limited to fighting, pushing, screaming, or throwing of objects is unacceptable.
3. Students must keep all body parts inside the bus at all times.
4. The use of obscene or profane language is prohibited.
5. Eating or drinking on the bus is prohibited.
6. Littering or leaving waste material on the bus is unacceptable.
7. Students and parents/guardians are liable for damage done to the bus.
8. Smoking **or the use of nicotine delivering devices** on the school bus is prohibited.
9. All bus riders are expected to be courteous to fellow students and to the bus driver.

The responsibility for order on the bus lies with the bus driver. Serious infractions of the above rules will be referred to the administration on the School Bus Referral form.

Students may be suspended from bus privileges for their conduct if they do not follow the bus conduct rules.

- | | |
|-------------------|--|
| First Offense: | Written notification to parent and/or guardian. Second Offense: |
| | Suspension of bus privileges for a period of ten (10) school days. |
| Further Offenses: | May lead to administrative suspension from the bus for the remainder of the school year. |

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

(cf. 3541 - Transportation)

Students

Bus Conduct

Regulation approved: September 8, 1992
Regulation revised: August 25, 2005
Regulation revised: December 19, 2013

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Conduct

Video Surveillance

The Board of Education recognizes the District's responsibility to maintain safety and discipline on school property, within school buildings, in parking lots, and on transportation vehicles. Therefore, the Board authorizes the use of video surveillance cameras on District property to ensure the health, welfare, and safety of all students, employees, and visitors, and to protect District facilities and equipment from vandalism and theft.

In order to safeguard the privacy rights of students and employees, the District will notify students, staff, parents, and the public that video surveillance may occur on school property, within school buildings, in parking lots, and on transportation vehicles. The District will place this notice in the parent/student handbook, staff handbook, and on the District website.

The Superintendent will ensure that signs are posted at conspicuous locations in the school buildings and on school grounds informing all parties that video surveillance may occur. Cameras will not be placed in areas where students, staff, and visitors have a reasonable expectation of privacy. Audio recordings will not be part of any video surveillance except on transportation vehicles.

The use of video surveillance equipment on transportation vehicles will be supervised by the building principals and Transportation Supervisor. The use of video surveillance equipment on school grounds and on other District property will be supervised by the building principals and the Supervisor of Facilities Operations.

District video surveillance will be monitored only on an "as-needed" basis. To the extent that any images from the District's video surveillance system create a student or personnel record, the Superintendent will ensure that the images are accessed, retained, and disclosed in accordance with law, board policy, and administrative regulation.

Video records will be maintained routinely for 30 days and then recycled, unless the District receives a formal, written request for review or investigation of the video record by law enforcement officials for evidentiary or investigative purposes, or by parents and students directly involved in an incident under investigation.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5125 – Student Records)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.11 – Video Cameras on School Buses)

(cf. 5131.5 – Vandalism)

(cf. 5145.12 – Search and Seizure)

Legal Reference: Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988).

Policy adopted: June 7, 2007

Revised: October 15, 2009

Students

Conduct

Video Surveillance

Video Surveillance System Operation

1. The Board or its administrators may use video surveillance: a) to monitor and protect District property from vandalism or theft; b) to foster the safety and security of students, staff, and visitors during or after school and/or while participating in school functions; c) in response to specific law enforcement inquiries and proceedings; and d) when warranted, for specific student discipline. Video records may not be used for any other purposes.
2. Video cameras will be utilized in areas recommended by the building administration and approved by the Superintendent. The District will notify students, employees, and the public that video surveillance may occur on school property. Such notification will occur through the inclusion the Board's policy in the school parent/student handbooks, the District website, and through clearly written signs displayed conspicuously in the school.
3. Video recording equipment will be installed prominently. Equipment will not be placed in areas where the students, employees, and public have a reasonable expectation of privacy. Video recording equipment may be in operation 24 hours per day.
4. Video records will only be monitored on an "as needed" basis, either because an incident has been reported or is suspected to have occurred. Examples of such include, *but are not limited to*, incidents of property damage, theft, trespassing, injury, or student altercations.
5. Building principals, other administrators, and the School Resource Officer working with the video surveillance system will be required to review and apply these regulations in performing their duties and functions related to operation of the system.
6. It will be the responsibility of the Superintendent and school administration to review and update the video surveillance policy and its regulations periodically.

Students

Conduct

Video Surveillance

Video Surveillance System Operation (continued)

7. Audio recordings will not be a part of the video surveillance system except on transportation vehicles.
8. Staff and students are prohibited from unauthorized use, tampering with, or otherwise interfering with video records and/or video camera equipment, and they will be subject to appropriate disciplinary action. Disciplinary action will be consistent with District policies.
9. The District will provide reasonable safeguards including, but not limited to password protection and controlled physical access to protect the surveillance system from hackers, unauthorized users, and unauthorized use.
10. Video monitors will be located in the administrative offices at the school.
11. Video surveillance equipment will be used in accordance with all Board of Education policies.

Storage/Security

1. Video records will be stored for 30 days after initial recording. If the building principal and/or designee find no reason for continued storage, such records will be erased.
2. Video records held for review of property or student incidents will be maintained in their original form pending resolution. Records will then be erased, copied for authorized law enforcement agencies, or retained as necessary as part of the student's record in accordance with established procedures and applicable law.

Requests to View Video Surveillance

Requests to review video records will comply with all applicable state and federal laws and with Board Policy. All requests for review of video recordings that are considered an educational record will be as follows:

Students

Conduct

Video Surveillance

Requests to View Video Surveillance (continued)

1. All viewing requests must be submitted in writing to the Superintendent within five school days of the date of the recording. Requests for viewing will be limited to those parents/guardians, students, and/or law enforcement officials with a direct interest in the proceedings, and only the portion of the video record concerning the related specific incident will be made available for viewing.
2. Approval/denial for viewing will be made within five school days of receipt of the request and so communicated to the requesting individual by the Superintendent.
3. All viewing will include the building principal or his/her designee, and will take place in the school's administrative offices.
4. A written log will be maintained of any persons viewing video records including the date of viewing, reasons for viewing, date the recording was made, and signature of the viewer.
5. Video records will remain the property of the District and may be reproduced only in accordance with the law, including applicable Board policy and regulations.
6. Time lines may be altered for requests for viewing which arise at the end of a school year or prior to vacation periods.

Student Records

1. Video surveillance records may become a part of a student's educational record. The District will comply with all applicable state and federal laws and District Board policies related to record maintenance and retention.
2. Parents/students and the public will not be specifically notified when a video camera is in use.

Students

Vandalism

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

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

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

(cf. 6161.2 - Care of Instructional Materials)

Legal Reference: Connecticut General Statutes

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

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

Policy adopted: September 8, 1992
Policy Revised: 10/6/2005

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

Purpose

This policy establishes the Board of Education's support of state and federal law and regulations governing the possession and use of illicit drugs and alcohol by students. Additionally, this policy establishes the Board of Education's expectations in the event such use or possession occurs on and/or off school property, at a school-sponsored activity or event, or is in any way related to the conduct of students involved in extracurricular programs or activities or in athletic activities.

The Board of Education believes that involvement in extracurricular and athletic activities is essential to the development of well-rounded students. However, participation in extracurricular activities and athletic programs is a privilege and not a right. Students participating in extracurricular activities and athletic programs are expected to demonstrate responsible behavior and high ethical standards at all times. Negative or inappropriate behavior by participants during the school year, during periods of school recess, and during non-school hours can affect other's perceptions of an extracurricular activity or an athletic program, and the standards established by the Board of Education for all students. Consequently, student athletes and extracurricular participants who violate the Board's policy shall be subject to progressive sanctions, up to and including dismissal from participation in athletics or extracurricular activities, and suspension or expulsion.

Recognizing that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, the Board is committed to educating students about the dangers inherent in the use of alcohol, drugs, tobacco and Nicotine Delivery Devices through its health education and special programming for this purpose. Pursuant to the Board of Education's goal to maintain a drug, tobacco, and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools or on school grounds involving the possession, sale, and/or use of illegal substances or substances used illegally. This policy refers to the following:

- Tobacco and Nicotine Delivering Devices
- Charging mechanisms for Nicotine Delivering Devices
- Alcohol
- Inhalants
- Stimulants
- Possession of, misuse or illegal sale of prescription drugs
- Possession of, misuse or illegal sale of over-the-counter drugs

- Street drugs, including but not limited to, marijuana, heroin, and cocaine
- Anabolic steroids, hormones, analogues, diuretics, and other performance-enhancing substances including Creatine supplements.

Students**Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)****Privacy Rights**

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate any controlled substances, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel of the student, his/her property, the school premises, and the school grounds. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential between student and professional, except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of any controlled substances, including prescription drugs, or drug paraphernalia in violation of state law or Board of Education policy is prohibited at any time on school premises, on school grounds, or at any school-sponsored activity. If a student is under the influence of any controlled substance, or engaged in the illegal activity of possessing or selling controlled substances, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Assistance Counselor, and considered for expulsion. In cases of the illegal activity of possessing or selling any controlled substance, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell any controlled substance in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

Notification of Policy

Annually, students and parents will be notified through the student handbook, or through other means, of the possible disciplinary sanctions for violation of this policy.

Principals shall include statements in school handbooks and on school websites to the effect that:

1. the unlawful manufacture, distribution, dispensing, possession or use of controlled substances are prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the student handbook is mandatory;
3. a violation of this policy will subject students to disciplinary action up to and including expulsion and referral for prosecution;

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

4. Connecticut Interscholastic Athletic Conference (CIAC)-controlled activities, as described on the CIAC website at www.casciac.org, and which are sponsored by the high school or middle school, are included in this policy and accompanying administrative regulations;
5. the CIAC may impose sanctions on athletes beyond those applied by the District for the use of performance-enhancing substances;
6. the definitions below shall be delineated in the student handbooks and other venues for communicating information to students and parents about this policy.

Definitions

Controlled Substances includes any alcohol or malt beverage, any drug listed as a controlled substance, chemical abuse substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. This includes controlled drugs as defined in C.G.S. 21a-240(8) as well as the intentional misuse of prescription drugs or over-the-counter drugs. Examples of the above include, but are not limited to, cocaine, cocaine derivatives, "crack," "ice," beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look-alike substances and any capsules or pills not registered with the school nurse, annotated within the student's health record, and given in accordance with the District's policy for the administration of medication to students in school.

Performance-Enhancing Substances include any performance-enhancing drug, including anabolic agents or steroids, used for the intent of bodybuilding and muscle enhancement of physical ability and not for a valid medical purpose as defined by a physician; includes, but is not limited to, those performance-enhancing drugs, substances, or supplements identified on the CIAC comprehensive list reflected below:

1. Pharmacological agents (prescription or nonprescription) taken in doses that exceed the recommended therapeutic dose or taken when the therapeutic indicators are not present;
2. Agents used for weight control, including stimulants, diet pills, diuretics, and laxatives, when the user is in a sport that has weight classifications or that rewards leanness;
3. Agents used for weight gain, including over-the-counter products advertised as promoting increased muscle mass;
4. Physiologic agents or other strategies used to enhance oxygen-carrying capacity, including erythropoietin and red blood cell transfusions (blood doping);

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

5. Any substance that is used for reasons other than to treat a documented disease state or deficiency;
6. Any substance that is known to mask adverse effects or the ability to detect another performance-enhancing substance; and
7. Nutritional supplements, including Creatine, taken at levels greater than required or to replace deficits created by a disease state, training program, and/or participation in sports.

Distribution or Sale of Controlled Substances means to deliver, sell, pass, share, or give any alcohol, drug or mood altering controlled substance, as defined by this regulation, from one person to another or to aid in its use.

Possession of Controlled Substances means to possess or hold, any alcohol, drug, or mood altering substance determined to be illegal, or as defined by this regulation, on one's person, in one's personal belongings, one's locker, car, backpack, etc.

Drug paraphernalia includes any instrument, utensil or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include, but are not limited to, roach clips, pipes, and bowls. Reference should be made to C.G.S. 21a-240.

Substance-Abuse Assessment is an evaluation conducted by a professional to determine the student's overall health and condition in relation to use of a controlled substance or drug.

Student Support Team is a designated team of school staff members typically including, but not limited to, an administrator, school nurse, school counselor, school psychologist, social worker, student assistance counselor, and teacher(s).

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the student assistance counselor. Student athletes, who violate this policy, participating in CIAC-controlled activities, shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. The Superintendent shall issue procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action.

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

The following guidelines for reporting alleged violations are to be followed:

1. If a District employee suspects student drug abuse, the employee shall refer the matter to the Student Assistance Counselor and administration for evaluation. Following the evaluation, disciplinary action may be imposed if the situation warrants.
2. If a District employee obtains physical evidence of controlled substances from a student in school, on school grounds, on school transportation vehicles or at a school sponsored event, the employee shall turn the student and the controlled substance, if possible, over to the school principal or designee. The principal or his/her designee will notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

Breath-Alcohol Testing

With health, well-being, and safety of all students in mind, breath-alcohol testing may be available during the school day and at other school sponsored activities. It will be used to minimize doubt regarding utilization of alcohol, to address denial of alcohol use, to enable students to obtain help when needed, and to reinforce the commitment of the Board of Education regarding alcohol and drug use. To maintain the health and well-being of all guests, the administration has the right to administer breath-alcohol testing at all high school dances and proms to all participants, and the administration has the right to administer breath-alcohol testing at middle school dances.

Inhalants

In addition to the prohibitions pertaining to controlled substances contained in this policy, no student shall inhale, ingest, apply, use, or possess glue which can be abused, aerosol paint, or any substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined, but not limited to, the following:

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

Nitrous Oxide – Laughing Gas, Whippets, CO₂ Cartridge

Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”

Butyl Nitrite – “Bullet,” “Climax”

Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids

Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

No student shall intentionally, knowingly, or recklessly deliver or sell potentially abusable inhalant materials as listed above to another student.

No person shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Performance-Enhancing Drugs

In addition to the prohibition pertaining to alcohol, street drugs and inappropriate use of prescription drugs or over-the-counter drugs, tobacco, and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, such as Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication, or food supplements except as in compliance with Connecticut State law, district “Administration of Medications” policy, and as prescribed by a student’s physician, dentist, physician assistant, or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

It is the expectation of the Board that district schools, as members of the Connecticut Interscholastic Athletic Conference (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

Tobacco or Nicotine Delivering Devices Use by Students

In order to protect students and staff, the Board of Education prohibits the use of tobacco, all nicotine-based products, nicotine delivering devices, and the mechanisms used to charge

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

nicotine delivering devices in school buildings, on school grounds, in school vehicles, at any school-related event during the school day, or at any time when students are subject to the supervision of designated school personnel—including extracurricular activities or field trips. An ongoing program of student assistance and counseling will be offered to provide support for students who wish to break the smoking or nicotine habit.

Smoking-related banned substances include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, charging mechanisms for nicotine delivering devices, chemicals, or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations.

Medical Marijuana

The conditions which follow are applicable to a District student, who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, “An Act Concerning the Palliative Use of Marijuana” and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
 - On a school bus,
 - On the grounds of any preschool, elementary or secondary school,
 - Utilize marijuana in any form on public transportation or in any public place;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55; as amended by P.A. 16-23.

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

The District will continue to enforce its policies regarding controlled substances and any students who violate District policy prohibiting the use, sale or possession of illegal drugs in District facilities and school property will be subject to disciplinary and criminal action.

The Superintendent shall assure that the school district provides an alcohol, drugs, and tobacco educational program for students, including the following topics:

1. Health and safety related dangers of alcohol, drugs, performance-enhancing substances, and tobacco use and abuse, including the use of nicotine delivering devices or mechanisms for charging nicotine delivering devices;
2. Review of the Board of Education's policy of maintaining drug-free schools;
3. Notification of the availability of drug counseling and rehabilitation programs;
4. Disciplinary actions for drug abuse violations in the schools.

(cf. 5114 – Suspension/Expulsion)

(cf. 5131 – Conduct)

(cf. 5131.61 – Inhalant Abuse)

(cf. 5131.62 – Steroid Use)

(cf. 5131.612 – Surrender of Physical Evidence Obtained from Students)

(cf. 5131.8 – Out of School Grounds Misconduct)

(cf. 5131.92 – Corporal Punishment)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.121 – Vehicle Searches on School Grounds)

(cf. 5145.122 – Use of Dogs to Search School Property)

(cf. 5145.124 – Breathalyzer Testing)

(cf. 5145.125 – Drug Testing-Extracurricular Activities)

(cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal Reference:

Students

Tobacco, Nicotine Delivering Devices, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-220b Policy statement on drugs.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs.

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions "Controlled Drugs," dependency producing drugs.

21a-240(9) Definitions "controlled substance."

21a-243 Regulation re schedules of controlled substances.

21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)

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

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana.

P.A. 14-76 An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.

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

Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food and Drug Administration Safety and Innovation Act)

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

Veronia School District 47J v. Acton, 515 U.S. 646. (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002).

Policy adopted: 7/19/93

Policy Revised: 4/24/94, 1/6/97, 8/21/97

Policy Revised: 4/10/00, 6/7/2007, 3/6/08

Policy Revised: 6/28/2011

Policy Revised: 12/19/13

Policy Revised: 3/16/17

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

The implementation of the Board of Education policy #5131.6 entitled **Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)** is subject to the following guidelines, including disciplinary consequences.

Definitions

Controlled Substances includes any alcohol or malt beverage, any drug listed as a controlled substance, chemical abuse substance or medication for which a prescription is required under the law, and/or any substance which is intended to alter mood. This includes controlled drugs as defined in C.G.S. 21a-240(8) as well as the intentional misuse of prescription or over-the-counter drugs. Examples of the above include, but are not limited to, cocaine, cocaine derivatives, "crack," "ice," beer, wine, liquor, marijuana, hashish, chemical solvents, glue, look-alike substances and any capsules or pills not registered with the school nurse, annotated within the student's health record, and given in accordance with the District's policy for the administration of medications to students in school.

Performance-Enhancing Substances include any performance-enhancing drug, including anabolic agents or steroids, used for the intent of bodybuilding and muscle enhancement of physical ability and not for a valid medical purpose as defined by a physician; includes, but is not limited to, those performance-enhancing drugs, substances, or supplements identified on the CIAC comprehensive list reflected below.

1. Pharmacological agents (prescription or nonprescription) taken in doses that exceed the recommended therapeutic dose or taken when the therapeutic indicators are not present;
2. Agents used for weight control, including stimulants, diet pills, diuretics, and laxatives, when the user is in a sport that has weight classifications or that rewards leanness;
3. Agents used for weight gain, including over-the-counter products advertised as promoting increased muscle mass;

Students**Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)**

4. Physiologic agents or other strategies used to enhance oxygen-carrying capacity, including erythropoietin and red blood cell transfusions (blood doping);
5. Any substance that is used for reasons other than to treat a documented disease state or deficiency;
6. Any substance that is known to mask adverse effects or the ability to detect another performance-enhancing substance; and
7. Nutritional supplements, including Creatine, taken at levels greater than required or to replace deficits created by a disease state, training program, and/or participation in sports.

Distribution or Sale of Controlled Substances means to deliver, sell, or distribute any alcohol, drug, or mood altering controlled substance, as defined by this regulation, from one person to another or to aid in its use.

Possession of Controlled Substances means to possess or hold any alcohol, drug, or mood altering substance determined to be illegal, or as defined by this regulation, on one's person, in one's personal belongings, one's locker, car, backpack, etc.

Drug paraphernalia includes any instrument, utensil, or item, which in the school administrator's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include, but are not limited to, roach clips, pipes, and bowls. Reference should be made to C.G.S. 21a-240.

Substance-Abuse Assessment is an evaluation conducted by a professional to determine the student's overall health and condition in relation to use of a controlled substance or drug.

Student Support Team is a designated team of school staff members typically including, but not limited to, an administrator, school nurse, school counselor, school psychologist, social worker, Student Assistance Counselor, and teacher(s).

Students**Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)**

It is the policy of the Board of Education to prevent and prohibit the possession, use, or sale of any drug (except as duly authorized through the school nurse), or drug paraphernalia at any time on school property, at school-sponsored events, or on school-provided transportation. Additionally, the Board of Education is committed to preventing and prohibiting the possession, use, and sale of alcohol, tobacco, and controlled substances on school grounds and at school-sponsored events.

Any student in District schools found to be using, or in possession of, or under the influence of intoxicants, mood-altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or off school grounds when such student's conduct violates the substance abuse policy and results in serious disruption of the educational process shall be subject to severe disciplinary consequences, up to and including suspension and expulsion. These consequences apply to all students, including all student athletes and students involved in co-curricular and extra-curricular activities.

Pursuant to the goal of the Board of Education to maintain a drug and alcohol-free school district, the school shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession or use of tobacco and behavior-affecting substances. These substances shall include, but not be limited to the following:

- Tobacco
- Alcohol
- Inhalants
- Stimulants
- Possession of, misuse, or illegal sale of prescription drugs
- Possession of, misuse or illegal sale of over-the-counter drugs
- Street drugs, including but not limited to, marijuana, heroin, and cocaine
- Anabolic steroids, hormones, analogues, diuretics, and other performance-enhancing substances including Creatine supplements.

Students

Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

Searches to locate drugs, alcohol, tobacco, and drug paraphernalia are matters relating to health and safety and constitute reasonable grounds for searches by school personnel.

Breath-Alcohol Testing

With the health, well-being, and safety of all students in mind, breath-alcohol testing may be available during the school day, and at other school-sponsored activities. It will be used to minimize doubt regarding utilization of alcohol, to address denial of alcohol use, to enable students to obtain help when needed, and to reinforce the commitment of the Board of Education regarding alcohol and drug use. To maintain the health and well-being of all guests, breath-alcohol testing will be administered at all school dances and proms to all participants.

The following procedures will be followed:

1. At all dances and proms, all students are subjected to breath-alcohol testing. Students and parents are notified ahead of ticket sales that if students attend these events, they must submit to breath-alcohol testing. Students who refuse to submit to this testing will not be permitted to attend the function.
2. During the regular school day or during a school-sponsored field trip or other school activity, a student suspected of alcohol consumption will be stopped by an administrator who will formally charge the student with use of alcohol.
3. Upon hearing the charge, the student may opt to refute the charge by subjecting himself/herself to a breath-alcohol test. If a student refuses to take the breath-alcohol test, the administrator will use their observations of the student to determine if the student has been drinking, and disciplinary consequences will be assigned based on those observations by the administrator.
4. The breath-alcohol test will be administered by trained personnel immediately at the event.

Students**Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)**

5. The test results will be used to either refute the charge of the administrator or to support the charge related to the use of alcohol.
6. Students will be subject to discipline when their breath-alcohol test results are positive or when they opt not to submit to the breath-alcohol testing.

Any student found to be in possession of or using of controlled substances (drugs, alcohol, inhalants, or any performance-enhancing substances) shall be subject to disciplinary actions per Board Policy 5114.

Sale or Distribution of Controlled Substances

It is the policy of the Board to prevent and prohibit the sale and/or distribution of any drug, alcohol, or controlled substance at any time on school property, at school-sponsored events or on school-provided transportation.

Any student in District schools found to be selling or distributing any controlled substance, including illegal drugs, prescription drugs, alcohol, and performance-enhancing substances during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or off school grounds shall be subject to severe disciplinary consequences including mandatory expulsion from school and referral to law enforcement officials. These consequences apply to all students, including all student athletes, and those students involved or not involved in co-curricular and extracurricular activities.

School properties are allowed to be inspected by school authorities to preserve the health and safety of students. Searches to locate drugs, alcohol, and drug paraphernalia are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Students who violate this policy will be subject to disciplinary consequences.

Any student found to be involved in the sale or distribution of controlled substances (drugs, alcohol, inhalants, and performance-enhancing drugs) shall be subject to disciplinary actions per Board Policy 5114.

Students

Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

Possession of Tobacco, Chewing Tobacco, Use of Tobacco Paraphernalia, Smoking Paraphernalia

Any student found to be in possession of tobacco or smoking paraphernalia shall be subject to disciplinary actions per Board Policy 5114.

(cf. 5114 –
Suspension/Expulsion) (cf. 5131
– Conduct)
(cf. 5131.8 – Out of School Grounds
Misconduct) (cf. 5144 –
Discipline/Punishment)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.121 – Vehicle Searches on School
Grounds) (cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal References:	Connecticut General Statutes
	I-21b Smoking prohibited in certain places
	10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
	10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.
	10-220b Policy statement on drugs
	10-221(d) Boards of education to prescribe rules, policies and procedures re use, sale or possession of alcohol or controlled drugs
	21a-240 Definitions dependency producing drugs.
	21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs
	21a-240(9) Definitions “controlled substance”
	21a-243 Regulation re schedules of controlled substances.
	53-198 Smoking in motor buses, railroad cars and school buses
	Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act 20 U.S.C. Section 7181 et. seq., No Child Left Behind Act

Students

Tobacco, Alcohol, and Drug Possession, Use, and/or Sale (including Performance-Enhancing Substances)

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

Veronia School District 47J v. Acton, 515 U.S (1995)

Board of Education of Independent School District No 92 of Pottawatomie County v. Earls 01-332 U.S. (2002)

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Regulation Revised: 5/10/07, 3/6/08

Regulation Revised: 6/28/11 Regulation Revised: 3/16/17

BETHEL PUBLIC SCHOOLS

Bethel, CT

Students

Weapons and Dangerous Instruments

Possession, transmittal or use of firearms, other weapons or dangerous instruments, martial arts weapons, firecrackers and other explosive or incendiary devices is prohibited in school buildings, on school grounds, on school transportation and at any school-sponsored activity away from school facilities unless written permission is given by the Superintendent or designee. This rule applies to students, employees, and visitors on school grounds.

The only exceptions to the above policy are as follows:

1. Persons possessing weapons, with a permit, for use in accordance with an agreement entered into by the Superintendent.
2. By law enforcement officers while engaged in performance of official duties.

Students

Weapons and Dangerous Instruments

Possession of firearms or dangerous weapons on school grounds is a violation of criminal law. Therefore, any violation of this regulation shall be reported to the local law enforcement agency and, where students are involved, parents or guardians will be notified.

For the purpose of this regulation, the following definitions shall apply:

- a. "Dangerous instrument" means any instrument, article or substance, which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
- c. "Electronic defense weapon" means a weapon, which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.
- d. A "firearm" as defined in 18 U.S.C § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device.
As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- e. "Martial arts weapon" means a nunchaku, Kama, kasari-fundo, octagon sai, tonfa or Chinese star.

Students

Weapons and Dangerous Instruments

- f. When considering whether conduct off school grounds is seriously disruptive to the educational process, the term "weapon" means any BB. gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon as defined above or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

Students found to have violated this policy shall be expelled from school in accordance with Policy 5114.

Others possessing firearms will be subject to immediate police arrest.

If any of the aforementioned weapons are in a student's possession off school grounds without a permit to carry them or if they are used in committing a crime, the Board shall consider this as grounds for expulsion.

Procedures for Dealing with Violations of Weapons Policy

1. Any school employee who observes a student in possession of a weapon is authorized to confiscate the weapon under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff and public.
2. Confiscated weapons are to be turned over to the principal or designee, with an immediate written report of the individuals involved, witnesses if any, location and circumstances of the seizure.
3. Any employee who knows or suspects that a student has a weapon, but has not confiscated the weapon, should report the matter immediately to the principal or designee who shall take action as appropriate.
4. In all of the above circumstances, the principal or designee shall take such disciplinary action as is appropriate according to the discipline policy of the Board of Education and the procedures of school. Due process rights of the student are to be protected. The principal or designee shall report the incident to local law enforcement, the student's parents or guardian, in person or by telephone, followed up by a written report.
5. The principal or designee shall immediately report all violations of this regulation to the Superintendent or designee.
6. A student who is acting in an aggressive, threatening or belligerent manner with an article designed for another purpose, but which can be used to inflict bodily harm or intimidate,

Students

Weapons and Dangerous Instruments

will be administratively judged to be “in possession of a weapon” and disciplinary action will be taken accordingly. Examples of such articles include, but are not limited to: belts, combs, pencils, files, compasses, scissors, etc.

7. Special Education students found to have violated this policy shall be referred to a P.P.T. meeting for modification of his/her I.E.P. in order to prevent reoccurrence of such behavior and to ensure the safety of other children in the school.

(Cf. 5114 – Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General
Statutes

10-221 Board of Education to prescribe rules

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

10-233g Reports of principals to police authority

10-235 Indemnification of educational personnel assaulted in the line of
duty

53-206 Carrying and sale of dangerous weapons

53a-217b Possession of a firearm on school grounds

GOALS 2000; Educate America Act

18 U.S.C. 921 Definitions

USCA 7151 – No Child Left Behind Act

Regulation Approved; 9/8/92
Regulation Revised: 4/4/94; 10/17/94;
11/18/96; 10/5/98
Regulation Revised: 9/4/03, 3/18/04

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Restrictions on Print or Electronic Material Created or Copied by Students

School-Sponsored Print or Electronic Publications and Websites Intended for Access and/or Distribution at School

Non School-Sponsored Publications, Web Sites, Blogs, Social Networking Sites, or Other Types of Print or Electronic Publications

School-Sponsored Publications

School-sponsored publications, productions, school-approved group networking sites, and websites are part of the curriculum and are not a public forum. School officials have the authority and obligation to supervise, edit, and/or delete any material that is inconsistent with the District's educational mission.

All school-sponsored print or electronic publications shall comply with the ethics and rules of responsible print and electronic journalism.

Any text or image—either print or electronic—that may be libelous; contains obscene, vulgar, lewd, or violent images or text; contains images, photographs, or text which meet the district's definition of cyberbullying; invades the privacy of others; conflicts with the basic educational mission of the school; infringes copyright and/or other intellectual property rights; is socially inappropriate; or is inappropriate due to the maturity of the students will not be tolerated. Students are prohibited from publishing, accessing or, distributing such material at school, on school grounds, at a school-sponsored event, or on a school bus.

Publication, access, and/or distribution of such material while in school will be considered disruptive to the educational process by school officials and assumed intended for access within school by students.

Non School-Sponsored Publications

Concerning text or image publication by students on web sites, blog postings, social networking sites, or any other type of electronic publications which are not school-sponsored, but may be libelous; include obscene, vulgar, lewd, or violent images or text; contains images, photographs, or text which meet the district's definition of cyberbullying; invades the privacy of others; conflicts with the basic educational mission of the school; infringes copyright and/or other intellectual property rights; is socially inappropriate; or is inappropriate due to the maturity of the students will not be tolerated. Students are prohibited from using any electronic device to access and/or distribute such material at school, on school grounds, at a school-sponsored event, or on a school bus.

Students

Restrictions on Print or Electronic Material Created or Copied by Students (cont.)

Publication, access, and/or distribution of such material while in school will be considered disruptive to the educational process by school officials and assumed intended for access within school by students.

Students will be considered to have violated this policy:

1. for creating, accessing, and/or distributing print or electronic material that may be libelous; contains obscene, vulgar, lewd, or violent images or text; contains images, photographs, or text which meet the district's definition of cyberbullying; invades the privacy of others; conflicts with the basic educational mission of the school; for infringing copyright and/or other intellectual property rights; is socially inappropriate; or is inappropriate due to the maturity of the students;
2. for posting on social networking sites and/or blogs material that may be libelous; contains obscene, vulgar, lewd, or violent images or text; contains images, photographs, or text which meet the district's definition of cyberbullying; invades the privacy of others; conflicts with the basic educational mission of the school; for infringing copyright and/or other intellectual property rights; is socially inappropriate; or is inappropriate due to the maturity of the students;
3. for "sexting" using cell-phones, any other hand-held device, or computer material that is libelous; contains obscene, vulgar, lewd, or violent images or text; contains images, photographs, or text which meet the district's definition of cyberbullying; invades the privacy of others; conflicts with the basic educational mission of the school; for infringing copyright and/or other intellectual property rights; is socially inappropriate; or is inappropriate due to the maturity of the students;
4. for creating, accessing, and/or distributing print or electronic material which interferes with or causes substantial disruption of the proper and orderly operation and discipline of the school or school activities, or is materially disruptive to the educational process.

Students who violate this policy will face disciplinary action that could take the form of loss of computer privileges, suspension or expulsion, or may be reported to law enforcement officials. Pursuant to applicable law, such a report to law enforcement officials may result in arrest and criminal prosecution. In addition, students may be required to complete a digital citizen project in order to demonstrate they understand the responsibilities of a digital citizen in the 21st Century.

Students

Restrictions on Print or Electronic Material Created or Copied by Students (cont.)

(cf. 0521 – Nondiscrimination)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.8 – Off School Grounds Misconduct)
(cf. 5131.81 –Electronic Devices)
(cf. 5131.911 – Bullying)
(cf. 5131.913 – Cyberbullying)
(cf. 5144 –
Discipline/Punishment) (cf.
5145.4 – Nondiscrimination) (cf.
5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 6145.3 – Publications)

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

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

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

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

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

Conn. General Stat. 10-222d

Conn. General Stat. 10-233a through 10-233f

Public Act No. 08—160

Connecticut State Department of Education Circular Letters c-8, Series
2008—2009 (March 16, 2009)

First Reading: 5/6/10
Policy Adopted: 5/20/10
Policy Revised: 5/6/14

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Regulations on Restrictions on Print or Electronic Material Created or Copied by Students

School-Sponsored Print or Electronic Publications and Websites Intended for Access and/or Distribution at School

Non School-Sponsored Publications, Web Sites, Blogs, Social Networking Sites, or Other Types of Print or Electronic Publications

The Bethel Public Schools is committed to helping each student understand and demonstrate his/her rights and responsibilities as digital citizens. To that end, all students will be instructed directly about the precepts and behaviors which define digital citizenship in computer classes (in the K-8 schools) and indirectly through their computer-based projects. The emphasis will be on how to act responsibly when using technology.

Such instruction will include:

1. students' rights and responsibilities presented in the district's Responsible Use Policies;
2. the knowledge and preparation for all students to become effective digital citizens;
3. the importance of establishing a positive identity on line;
4. the places and ways in which privacy and personal identity must be safe-guarded;
5. the appropriate and safe ways to communicate using digital tools;
6. the behaviors to avoid when communicating using digital tools;
7. the legal and ethical issues involving copyright, plagiarism, and intellectual property;
8. the ways in which information sources can be evaluated to be legitimate and credible for academic purposes;
9. the tools to use in order to protect hardware, software, and documents from invasion by viruses and malware;
10. the importance of behaving politely and respectfully when communicating with technology;
11. what digital laws and Board policies dictate to student users of technology.

Students

Regulations on Restrictions on Print or Electronic Material Created or Copied by Students

In addition, the Bethel Public Schools will provide parents and guardians district-sponsored educational opportunities to help them help their children become effective digital citizens. The programs presented by the district are designed

1. to form an alliance between the district and parents to prepare all children to be effective digital citizens;
2. to show parents how to provide safe and age-appropriate access to digital tools for children at home;
3. to make parents aware of Board policies regarding technology and technology law as it exists nationally and locally;
4. to help parents learn to use the technologies their children use;
5. to help parents reinforce in the home what children are learning about communicating safely and appropriately on the social networking sites and other public communication venues;
6. to encourage parents to monitor their children's use of digital tools, including cell phones;
7. to demonstrate for parents what digital etiquette is and why it is important to reinforce it in the home;
8. to encourage parents and students to report any problems or abuses experienced while using technology in school or at home;
9. to show parents how to carefully oversee any digital commerce activities undertaken by their children;
10. to help parents and children to abide by copyright, fair use, and intellectual property laws at home;
11. to make parents and their children aware of the consequences of ignoring the district's policies regarding the safe and appropriate use of technology.

Students who fail to abide by Board of Education technology policies may lose their computer privileges, may be suspended or expelled, or may be reported to law enforcement officials.

Students

Conduct

Aggressive Behavior

The Board recognizes there are certain behaviors that, if tolerated, would quickly disrupt and potentially destroy the learning environment for district students and staff. . An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in disciplinary action taken by the District.

Students exhibiting violent or aggressive behavior or the warning signs of future violent or aggressive behavior shall receive appropriate intervention to change behavior and shall be subject to disciplinary action when appropriate.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

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

Strategies designed to prevent violent or aggressive behaviors will be put into place by the school/district. The development of these strategies will be the product of a staff/parent committee established for this purpose. The implementation and effectiveness of these strategies is to be evaluated annually with the assistance of the staff. The following measures may be considered to be part of a school's implementation plan:

- All staff members and students must have a clear understanding that violent or aggressive behavior will not be tolerated. The primary emphasis is on teaching and modeling appropriate behavior and proactive strategies.
- Adult supervision is to be present in areas on school grounds where violent or aggressive behavior is most likely to occur.
- All schools will include in their curricular program a social emotional curriculum and activities which contain relevant lessons in identifying violent and aggressive behaviors.

The following behaviors are defined as violent and aggressive:

1. **Possession, threat with or use of a weapon** as described in the district's weapons policy.
2. **Fighting/Altercation/Physical Aggression** is participation in an incident involving confrontation in which one or all participants received at least some type of minor physical injuries. This category also includes situations in which one person strikes another causing minor injuries but the fight is broken up prior to the other participant retaliation.
3. **Verbal Altercation** is participation in an incident involving a verbal confrontation. This can also be a prelude into a more serious issue.

Students

Conduct

Aggressive Behavior

4. **Threat/Intimidation/Verbal Harassment** is physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack.
5. **Blackmail** is the extortion of money or other valuables from a threat of exposing a criminal act or other discreditable behavior.
6. **Hazing** is committing an act against a student, or coercing a student into committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.
7. **Bullying** is the repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture by one or more students repeatedly directed at or referring to another student attending school in the same district that:
 - (1) causes physical or emotional harm to such student or damage to such student's property;
 - (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - (3) creates a hostile environment at school for such student;
 - (4) infringes on the rights of such student at school; or
 - (5) substantially disrupts the education process or the orderly operation of the school.
- 8 **Gang Related Behaviors Or Issues** is activity initiating, advocating, or promoting activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment are harmful to the educational process.
9. **Harassment** is annoying or attacking a student or group of students or other personnel, creating an intimidating or hostile educational or work environment.
10. **Harassment (sexual)** is inappropriate and unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct, or communication of a sexual nature, including gender based harassment that creates an intimidating, hostile, or offensive educational or work environment.
11. **Racial Slurs/Hate Crimes** is an incident involving some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, social or family background, linguistic preference, or disability.
12. **Stalking** is the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
13. **Defiance** is a serious act or instance of defying or opposing legitimate authority.
14. **Vandalism** is willful destruction or defacement of school property.

Students

Conduct

Aggressive Behavior

15. **Terrorism** is the unlawful use of violence and intimidation, in the pursuit of political aims, communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

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

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Weapons)

(cf. 5131.91 - Hazing)

(cf. 5131.911 - Bullying)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.5 - Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

(cf. 6121.1 - Equal Educational Opportunity)

Policy adopted: 12/19/02

Policy Revised: 3/15/18

Bethel Public Schools
Bethel, CT

Students

Hazing

It is the policy of this school district that no student shall participate in or be a member of any secret fraternity, sorority or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the Board of Education shall engage or participate in hazing.

Definitions

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, spanking, paddling, branding, electric shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity subjecting the student to a risk of harm or adversely affecting the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance subjecting the student to an unreasonable risk of harm or adversely affecting the mental or physical health or safety of the student.
 4. Any activity which intimidates or threatens the student with ostracism, subjects a student to stress, embarrassment, shame or humiliation, or adversely affects the mental health and dignity of the student or discourages the student from remaining in school.
 5. Any activity causing or requiring the student to perform a task requiring violation of state or federal law or of school district policies and regulations.

Hazing, harassment, intimidation or any act that injures, degrades, or disgraces a student or staff member will not be tolerated. Any student or employee who engages in such behavior is subject to disciplinary action including suspension, expulsion and /or referral to law enforcement.

Students

Hazing

General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, coach or other employee of the school district shall plan, direct, encourage, condone aid, tolerate, or engage in hazing.
- B. Apparent or coerced permission or consent by a person being hazed does not lessen the sanctions contained in this policy.
- C. Hazing activities are seriously disruptive of the educational process because they promote violence or threats of violence against students. This policy applies to behavior occurring on or off school property and during and/or after-school hours.
- D. A person who engages in an act violating school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- E. The building Principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the School Resource Officer or to the Superintendent. Teachers, administrators, volunteers, contractors, coaches and other employees of the school district shall be alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building Principal or designee immediately.
- F. The school district will investigate all complaints of hazing and will take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.
- G. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including existing school district policies and regulations.

Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, coach or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or

Students

Hazing

Dissemination of Policy

participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

This policy shall appear in each school's parent and/or student handbook, in each athlete's handbook and in each school's staff handbook.

Policy Adopted:
Policy Revised:

September 7, 2000
September 19, 2002

BETHEL PUBLIC SCHOOLS
Bethel, CT

STUDENTS

BULLYING & TEEN DATING VIOLENCE PREVENTION AND INTERVENTION POLICY

The Bethel Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally, and intellectually safe, and thus free from bullying, harassment, teen dating violence, and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior or teen dating violence 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 van; 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 or teen dating violence behavior outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. This includes bullying, harassment, teen dating violence, or discrimination that is initiated off-campus through the use of personal electronic devices such as computers or cell phones. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence are likewise prohibited.

Students who engage in bullying or teen dating violence behavior 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.

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

Bullying or teen dating violence 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.

Consistent with the requirements under state law, the Bethel 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:

STUDENTS**BULLYING & TEEN DATING VIOLENCE PREVENTION AND INTERVENTION POLICY**

- 1) enable students to anonymously report acts of bullying or teen dating violence to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying or teen dating violence;
- 3) require school employees who witness acts of bullying or teen dating violence or receive reports of bullying to orally notify the Safe School Climate Specialist or another school administrator, 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 or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) include a prevention and intervention strategy for school employees to deal with bullying or teen dating violence;
- 7) provide for the inclusion of language concerning bullying or teen dating violence in student rules, procedures, and standards of conduct;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation; described in subdivision (4), above (A) the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail address 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 who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the acts of bullying or teen dating violence was directed to discuss specific interventions and to prevent further acts of bullying or teen dating violence;
- 10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying or teen dating violence in such school and to maintain a list of the number of verified acts of bullying in such school; to make such list available for public inspection, but without any information which could be used to identify specific students; and annually report the number of verified acts of bullying or teen dating violence to the Department of Education and in such manner, as prescribed by the Commissioner of Education;
- 11) direct the development of case-by-case interventions for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;

STUDENTS**BULLYING & TEEN DATING VIOLENCE PREVENTION AND INTERVENTION POLICY**

- 13) direct the development of Student Safety Support Plans for students against whom an act of bullying or teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying or teen dating violence;
- 14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying or teen dating violence constitute criminal conduct;
- 15) prohibit bullying or teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or van, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional Board of Education, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's Safe School Climate Plan; and
- 17) require that all school employees annually complete 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 subdivision (9) (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 or teen dating violence. 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 Bethel Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's website and on each individual school's web sites, 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.

STUDENTS

BULLYING & TEEN DATING VIOLENCE PREVENTION AND INTERVENTION POLICY

Legal References:

Public Act 19-166 *Public Act 21-95*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. 10-233a through 10-233f

Public Act 14-172 Public Act 14-234 A

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Revised: 9/22/11

Revised: 5/14/15

Revised: 11/18/21

BETHEL PUBLIC SCHOOLS
Bethel, CT

District Safe School Climate Plan

The Bethel Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment, and discrimination. This commitment further extends to hate crimes and bias in schools.

The District Safe School Climate Plan which follows, represents a comprehensive approach to address bullying, teen dating violence, and cyberbullying, as well as “mean behavior,” hate crimes, and racial bias and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents.

Bethel Board of Education policy strictly prohibits all bullying, teen dating violence, or harassment, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school.

The district’s commitment to addressing bullying behavior, teen dating violence, and harassment involves a multi-faceted approach that includes student, parent, and staff education and promotes safe school climates in which bullying, teen dating violence, harassment, and mean behavior will never be tolerated. Bethel’s multi-faceted prevention and intervention approach includes, but is not limited to, the following:

- Specific policies and regulations delineating the Board of Education’s expectations for student and staff behavior regarding bullying, harassment, teen dating violence, and, clear consequences for violations;
- Annual feedback from parent surveys and intermittent school climate surveys of students and staff to determine the prevalence of bullying, teen dating violence, and harassment in the district;

Positive behavior intervention programs in every school within the district;

- Developmental School Counseling lessons in Kindergarten through grade 12;
- Implementation of Restorative Practices program.
- Implementation of a social-emotional curriculum and programs in Preschool through grade 12;
- Therapeutic and behavioral support by certified school mental health staff, and Board Certified Behavior Analysts (BCBAs).
- Student Advisory Programs at Bethel Middle School and Bethel High School;
- Data collection and analysis at each school site and district-wide for the study of the types and frequency of bullying or harassment behaviors;
- Individualized, developmentally-appropriate Student Safety Support Plans at each school for the bullied, teen dating violence, or harassed child as well as Behavior Support and Interventions for the perpetrators of recurrent bullying, teen dating violence, and/or harassment;
- Responsible Use Policy with clear expectations for respectful, responsible behavior when using technology on and off the school campus;
- Safe school climate training programs for all certified and non-certified staff members, including district teachers, administrators, bus drivers, cafeteria workers, custodians, and Paraeducators;
- Safe School Climate Specialists at each school charged with investigating all bullying or teen dating violence, complaints and responding to all reports of bullying or teen dating violence, in the school;
- Continuously provide update training for all administrators on identifying, investigating, and working to prevent bullying or teen dating violence, in their schools and throughout the district;
- Provision of adequate adult supervision and camera surveillance in outdoor areas, hallways, lunchrooms, and other specific areas where bullying or teen dating violence, is likely to occur;
- District Safe School Climate Specialist responsible for implementing the District Safe School Climate Plan; collaborating with Safe School Climate Specialists, the Board, and the Superintendent to prevent bullying, teen dating violence, or harassment; providing data and information to the State Department of Education regarding bullying or teen dating violence; coordinating training for staff, students and parents; and

District Safe School Climate Plan

meeting with the school-based Safe School Climate Specialists to make recommendations for any amendments to the district's plan; and

- Provision of youth suicide prevention programs and developmentally appropriate strategies for effective interventions to prevent youth suicide.

I. Prohibition against Bullying, Harassment, and Retaliation for Reporting

The Bethel Board of Education expressly prohibits any form of bullying, teen dating violence, or harassment behavior on school grounds; at school-sponsored or school-related activities, functions, or programs whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by the Board of Education; through the use of an electronic device or an electronic mobile device owned, leased, or used by Board of Education; or through the use of any privately owned electronic device.

The Board also prohibits any form of bullying, teen dating violence, or harassment behavior outside of the school setting if such behavior (i) creates a hostile environment at school for the student against whom such bullying, teen dating violence or harassment was directed, (ii) infringes on the rights of the student against whom such bullying, teen dating violence or harassment was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

The Board includes in its bullying, teen dating violence, and harassment prohibitions any 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 or gender expression, socio-economic 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.

In addition to prohibiting student acts which constitute bullying, teen dating violence, or harassment, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying, teen dating violence, or harassment.

Students who engage in bullying behavior, teen dating violence, or in harassment in violation of Board Policy #5131.911 and the District Safe School Climate Plan 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 shall be consistent with state and federal law.

The District Safe School Climate Specialist and the school-based Safe School Climate Specialists will monitor the disciplinary consequences for incidents of harassment based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, or disability to determine if the bullying incident is sufficiently serious that it creates a hostile environment that must be redressed; to determine if such harassment has been adequately addressed with specific disciplinary consequences; and to ensure that federal civil rights and anti-discrimination statutes have not been violated.

The District Safe School Climate Specialist will work closely with administrators at the school sites to determine if the school's response to harassment was reasonable, timely, effective, and tailored to redress the specific problems experienced by the bullied or teen dating violence student in terms of his/her academic program and activities. A determination will also be made as to whether the school's response was reasonably calculated to prevent recurrence and to assure that the bullied, teen dating violence, or harassed student is not restricted in his/her participation in school programs and activities as a result of the hostile environment.

The Board of Education directs the Safe School Climate Specialists to prohibit any retaliation against individuals who

District Safe School Climate Plan

report or assist in the investigation of an act of bullying, and to develop case-by-case interventions for addressing repeated incidents of bullying, teen dating violence, and harassment. The Board also requires the Safe School Climate Specialists to notify the appropriate local law enforcement agency if it is believed that any acts of bullying or harassment constitute criminal conduct.

The Connecticut State Department of Education (CSDOE) requires the District to complete the school climate assessment approved by the SDOE pursuant to section 10-222h, as amended by PA 11-232. This includes the annual collection of school climate assessment data from each school in the district, and the submission of this assessment data to the CSDOE.

II. Definition of Bullying

- A. **"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.
- B. Bullying shall include, but need not be limited to, written, oral, or electronic communication or physical act or gesture-based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socio-economic 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.

III. Other Important Definitions

- A. **"Cyberbullying"** means the use of electronic devices to harm others, and includes
- Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
 - sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- B. **"Mobile electronic communication"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, an electronic tablet, a smartphone, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- C. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system;
- D. **"Emotional intelligence"** means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to,

District Safe School Climate Plan

reasoning, problem-solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.

- E. **"Harassment"** occurs when a target is subjected to unwelcome conduct related to a protected category and can result in a hostile environment when the harassment is subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances and is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the District.
- F. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- G. **"Outside of the school setting"** means at a location, activity, or program that is not school-related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by the Bethel Board of Education;
- H. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults based on patterns of students', parents' and guardians' and school employees' experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
- I. **"School employee"** means
 - (1) a teacher, substitute teacher, school administrator, school superintendent, school counselor, school psychologist, school social worker, school nurse, physician, school paraprofessional, school bus driver, school cafeteria worker, school custodian, or coach employed by the Board of Education or working in a public elementary, middle, or high school; or
 - (2) *any other individual who, in the performance of his or her duties, has regular contact with students, and who provides services to or on behalf of students enrolled in elementary, middle, or high schools, pursuant to a contract with the Bethel Board of Education.*
- J. **"Volunteer"** means any person who volunteers time at any activity or program associated with the Bethel Board of Education.
- K. **"School climate"** means the quality and character of school life based on patterns of students' parents, guardians, and school employees' experiences of school life, including but not limited to norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
- L. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Bethel Board of Education. This includes all school-sponsored field trips.
- M. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

District Safe School Climate Plan

- O. **“Teen Dating Violence”** means any act of physical, emotional or sexual abuse, including stalking, harassment, and threatening that occurs between two students who are currently in or have been in a dating relationship.

IV. Leadership and Administrative Responsibilities**A. District Safe School Climate Coordinator**

The Superintendent or his/her designee is the District Safe School Coordinator. The Coordinator shall:

1. be responsible for implementing the District Safe School Climate Plan;
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to identify, prevent, and respond to bullying incidents and their disciplinary consequences within district schools;
3. provide data and information, in collaboration with the Superintendent, to the State Department of Education regarding bullying;
4. meet with Safe School Climate Specialists on a regular basis to examine bullying and harassment reports; make recommendations concerning amendments to the district’s Plan; and examine the appropriateness of all disciplinary consequences and restorative actions; and
5. coordinate and assist with the professional development of all district employees regarding the identification and prevention of bullying and harassment.

B. The Building-Based Safe School Climate Specialists

Each school has a designated Safe School Climate Specialist.

The Safe School Climate Specialists shall investigate or supervise the investigation of reported acts of bullying, teen dating violence, or harassment by another administrator and act as the primary school official responsible for preventing bullying and harassment, responding to reports of suspected bullying or harassment in the school, and initiating appropriate and timely disciplinary consequences and safety plans/interventions for students involved in bullying or harassment.

V. Development and Review of Safe School Climate Plan

- A. The principal of each school shall establish a Safe School Climate Committee to be responsible for developing and fostering a Safe School Climate and addressing issues relating to bullying in the school. Such Committee shall include:

- 1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- 2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- 3) medical and mental health personnel assigned to such school; and
- 4) in the case of a committee for a high school, at least one student enrolled at such a high school

District Safe School Climate Plan

is selected by the students of such school in a manner determined by the school principal.

B. The Safe School Committees shall:

- 1) receive copies of completed reports following all bullying, teen dating violence, and/or harassment investigations;
- 2) identify and address patterns of bullying, teen dating violence, or harassment among students in the school;
- 3) review and amend school regulations and procedures relating to bullying, teen dating violence, and harassment;
- 4) review and make recommendations to the Safe School Climate Coordinator regarding the District Safe School Climate Plan based on data, issues, and experiences specific to the school;
- 5) continuously educate students, school employees, and parents/guardians on issues relating to bullying, teen dating violence, and harassment;
- 6) collaborate with the District Safe School Climate Specialist in the collection and analysis of data regarding bullying, teen dating violence, and harassment; and
- 7) perform any other duties as determined by the principal and the District Safe School Climate Specialist that are related to the prevention, identification, and response to school bullying.

C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the District Safe School Climate Plan developed pursuant to Board policy and submit such plan to the State Department of Education. The Board shall make the plan available on the District's as well as each individual school's website and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying, Harassment, and Teen Dating Violence

- A. Students and parents (or guardians of students) may file written reports of bullying, harassment, or teen dating violence using the form provided by the schools and found in the main offices, the counseling offices in each school, or on the school website. Written reports of bullying, harassment, or teen dating violence must be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, harassment, or teen dating violence, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist in the building, and all reports shall be forwarded to the District and school-based Safe School Climate Specialists for review and actions consistent with this plan.
- B. Students may make anonymous reports of bullying, harassment, or teen dating violence to any school employee, but we strongly encourage students to go directly to a building administrator. A student may also request anonymity when making a report, even if the student's identity is known

District Safe School Climate Plan

to the school employee. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation. No disciplinary action shall be taken solely on the basis of an anonymous complaint.

- C. School employees who witness an act of suspected bullying or receive a report of suspected bullying, harassment, or teen dating violence shall orally notify the Safe School Climate Specialist or another school administrator, not later than one (1) school day after such school employee witnesses or receives a report of suspected bullying, harassment, or teen dating violence. The school employee shall then file a written report not later than two (2) school days after making such oral report using the school's bullying, harassment, or teen dating violence report form.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of suspected bullying, harassment, or teen dating violence, shall investigate or supervise the investigation of all reports of suspected bullying, harassment, or teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports.
- E. In investigating reports of suspected bullying, harassment, and/or teen dating violence, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying, harassment, and/or teen dating violence are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying, harassment, or teen dating violence of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the verified acts of bullying, harassment, or teen dating violence; the results of such investigation; and 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. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the District Safe School Climate Committee and published on the Internet website of the Board. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, will not be disclosed except as provided by law.
- B. The Safe School Climate Specialist or designee shall develop a Student Safety Support Plan for any student against whom acts of bullying, harassment, and/or teen dating violence were directed. Such a support and intervention plan will include safety measures designed to protect against further acts of bullying, harassment, or teen dating violence. The plan may include counseling, discipline, and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and

District Safe School Climate Plan

address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with the section below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.
- D. Notice to Law Enforcement and/or DCF (if applicable):

If the principal of a school (or designee) reasonably believes that any verified act of bullying, harassment, and/or teen dating violence constitutes a criminal offense, he/she will notify appropriate law enforcement and/or DCF (if applicable)
- E. If a bullying, harassment, or teen dating violence complaint raises concern about discrimination or harassment on the basis of legally protected classifications, the Safe School Climate Specialist shall coordinate any investigation with other appropriate personnel within the district. The Title IX Coordinator and the Section 504 Coordinator must be notified by the Safe School Climate Specialist if discrimination or harassment of legally protected classes is suspected.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Safe School Climate Specialist in each school shall maintain a list of the number of verified acts of bullying, harassment, and/or teen dating violence in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level, and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited, to any personally identifiable student information, which is confidential information by law.
- C. The Safe School Climate Specialist in each school shall report the number of verified acts of bullying and harassment in the school annually to the State Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

District Safe School Climate Plan

- A. Bullying/harassing behavior or teen dating violence behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying, harassment, or teen dating violence, and for that reason, the Bethel Public Schools developed a comprehensive response to bullying, harassment, teen dating violence, or “mean behavior.”
- B. An individualized Student Safety Support Plan shall be developed to address repeated incidents of bullying, teen dating violence, or harassment against a single individual. Such Student Safety Support Plan will include safety measures designed to protect against further acts of bullying. A specific and individualized intervention plan will also be developed to address recurrently perpetrated bullying incidents by the same individual or any one incident of harassment, if appropriate. This plan may include interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the building administrator.
- C. The following describes possible interventions which may also be utilized to enforce the Board’s prohibition against bullying, harassment, and teen dating violence:

i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

ii. Disciplinary interventions

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

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

Expulsion may be imposed only after a hearing before the Board of Education, a committee

District Safe School Climate Plan

of the Board, or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions For Bullied Students And Victims of Teen Dating Violence

The building principal (or other responsible program administrator) or designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a) Referral to a school counselor, psychologist, or other appropriate social or mental health service;
- b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c) Encouragement of the student to seek help when victimized or witnessing victimization;
- d) Peer mediation or other forms of mediation, where appropriate;
- e) Student Safety Support plan;
- f) Restitution and/or restorative interventions; and
- g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

vi. General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers, and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- 1) School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts;
- 2) Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence are likely to occur;
- 3) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- 4) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- 5) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education, or other training in federal and

District Safe School Climate Plan

- state civil rights legislation or other topics relevant to safe school climate;
- 6) Student peer training, education, and support;
 - 7) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions;
 - 8) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
 - 9) Respectful responses to bullying and teen dating violence concerns raised by students, parents, or staff;
 - 10) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution, and prevention of bullying and teen dating violence, with a focus on evidence-based practices concerning same;
 - 11) Use of peers to help ameliorate the plight of victims and include them in group activities;
 - 12) Avoidance of sex-role stereotyping;
 - 13) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - 14) Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - 15) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - 16) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
 - 17) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

In addition to prevention and intervention strategies, administrators, teachers, and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal, or philanthropic sources.

v. Interventions for students

The building administration shall intervene in order to address incidents of bullying, harassment, and teen dating violence against a single individual. Intervention strategies for a student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying, harassment, or teen dating violence situations or incidents of harassment;
- c. Encouragement of student to seek help when victimized or witnessing victimization;

District Safe School Climate Plan

- d. An individualized Student Safety Support Plan, and
- e. Restitution for property loss or damage incurred at the perpetrator's expense.

In addition to prevention and intervention strategies, administrators, teachers, and other employees may find opportunities to educate students about bullying, harassment, or teen dating violence and help eliminate bullying behavior through class discussions, counseling, special assemblies, and by the continuous reinforcement of socially appropriate behavior. Administrators, teachers, and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of bullying, harassment, or teen dating violence.

XI. Improving School Climate

Annual Notice and Training

- A. Students and parents or guardians of students shall be notified annually at the start of the school year via the student handbooks and by school and district website postings of the process by which students may make reports of bullying, harassment, or teen dating violence.
- B. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school District Safe School Climate Plan and require that all school employees annually complete training on the identification, prevention, and response to bullying and harassment as required by law.

XII. School Climate Assessments

The Board shall require each school in the district to complete a biennial assessment by May of the school year using the school climate assessment instruments, including surveys, approved and disseminated by the State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Hate Crimes and Bias Incidents in Schools

The Bethel School District is committed to providing a safe learning and working environment that is free from discrimination, harassment, intimidation, and/or bullying. District policy requires all schools and personnel to promote mutual respect, tolerance, and acceptance among students and staff. Hate-motivated incidents and crimes or actions motivated by bias/prejudice/bigotry jeopardize both the safety and well-being of all students and staff. The District will not tolerate hate-motivated incidents/crimes based on actual or perceived characteristics, of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity, it conducts or to which it provides significant assistance or retaliation in any form for reporting such incidents or crimes.

Definitions

1. A **"hate crime"** is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, gender identity or expression age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

District Safe School Climate Plan

2. A **“hate-motivated crime”** is a “hate-motivated incident that has been determined by law enforcement to be criminal conduct that was primarily motivated by bias or prejudice against a targeted group. This includes any criminal action that manifests evidence of hostility towards the target because of his or her actual or perceived characteristics set forth above. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, and fire bombings. This also includes threats and hate messages sent by electronic communication.
3. A **“hate-motivated incident”** is a noncriminal act or attempted act that constitutes an expression of hostility, bias, or bigotry against a person, property, or institution because of the target’s actual or perceived protected characteristics as set forth above. This may include using insults, taunts and slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, websites or any other electronic or written communication.
4. A **“bias incident”** or **“bias-related act”** is any suspected or confirmed offense or unlawful act which is directed at or occurs to a person, private property, or public property on the basis of race, color, religion, sexual orientation, or ethnicity. An act is bias-based and thus constitutes a bias incident if the motive for the commission of the act or unlawful act is racial, religious, ethnic, or pertains to sexual orientation, including gender identity or expression. A bias-related act need not involve conduct that constitutes a criminal offense. All hate crimes are also bias-related acts, but not all bias-related acts will constitute a hate crime.
5. **“Retaliation”** is any form of intimidation, reprisal, or harassment by a student-directed against any student, staff, or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this policy, or for taking action consistent with this policy. Interference with, intimidation of, and/or retaliation against any individual, including a student, parent, or guardian, for filing a complaint, filing a grievance, or opposition discrimination is strictly prohibited and shall be treated as an actionable, wrongful act in and of itself.
6. **“Disability”** includes mental and/or physical impairments.
7. **“Electronic”** communications, acts, postings refers to conduct perpetrated through, but not limited to the following: internet, social networking sites, spyware or global positioning system tracking technology, telephone or cellular telephone, instant or text messages, email, blogs, websites, forums, and mailing lists.
8. **“Gender”** means sex, and includes a person’s gender identity and gender expression.
9. **“Gender expression”** means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.
10. **“Harassment”** occurs when a target is subjected to unwelcome conduct related to a protected category and can result in a hostile environment when the harassment is subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances and is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual’s ability to participate in or benefit from the services, activities, or opportunities offered by the District.
11. **“In whole or in part because of”** means that the bias motivation must be a cause of the offense, whether or not other causes also exist. There is no requirement that bias be a main factor, or that the crime would not have been committed but for the actual or perceived protected characteristic.
12. **“Nationality”** includes citizenship, country of origin, and national origin.
13. **“Race or ethnicity”** includes ancestry, color, and ethnic background.
14. **“Religion”** includes all aspects of religious belief, observance, and practice, including agnosticism and atheism.
15. **“Sexual orientation”** means a person's sexual identity in relation to the gender to which they are attracted.
16. **“Target”** means an individual alleged to have experienced acts in violation of this policy, sometimes referred to as “victim.”

District Safe School Climate Plan

Hate Prevention Program

The Board believes that a comprehensive hate prevention program involving all staff and students will permit the expression of diverse viewpoints and help to prevent hate crimes and bias-related incidents in district schools and in the community.

1. Training shall be provided to staff in order to increase their awareness of the various manifestations of hate and bias-related incidents. The training will include anti-bias and conflict resolution methods; procedures for identifying and reporting incidents of racial, religious, and sexual harassment, discrimination, and hate crime; strategies for preventing such incidents from occurring; and resources available to assist in dealing with these incidents.
2. All students shall receive hate prevention education through age-appropriate classroom activities, assemblies, and school-related activities. The Board believes that prejudice and discrimination are learned attitudes and behaviors. Teaching children that even subtle forms of hate such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Structured classroom activities and programs will help children to develop empathy while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate and bias-related behavior.
3. The District will develop partnerships with families, community organizations, and law enforcement agencies. These partnerships help identify resources available to school personnel to address hate incidents, raise community awareness of the issue, ensure appropriate responses to hate incidents, and ensure that youth receive a consistent message that hate-motivated and/or bias-related behavior will not be tolerated.
4. This policy shall be distributed annually to all students, their families, and to all District personnel. The purpose of this policy is to promote a school climate in which racial, religious, ethnic, gender, and other differences, as well as freedom of thought and expression, are respected and appreciated. The policy should have the input of parents, students, teachers, community members, and school administrators. It should respect diverse viewpoints, freedom of thought, and freedom of expression.
5. A range of corrective actions for those who violate school hate-prevention policies shall be used. The District will take a firm position against all injurious manifestations of hate, from ethnic slurs, racial epithets, and taunts, to graffiti, vandalism, discrimination, harassment, intimidation, and violence. A wide range of non-disciplinary corrective actions to respond to incidents, including counseling, parent conferences, community service, awareness training, or completion of a research paper on an issue related to hate, as well as disciplinary actions such as in-school suspension, out of school suspension, or expulsion shall be utilized. If appropriate to respond to more serious incidents and, in cases involving criminal activity or threat of criminal activity, the police should be notified.
6. Data is to be collected to focus district-wide hate prevention efforts. Collection of data on the occurrence of school-based hate or bias-related incidents or crimes will assist administrators and teachers to identify patterns and to more effectively implement hate prevention policies and programs.

Required Actions

Whenever any school employee in the course of his/her employment has reason to believe that:

1. a hate crime has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property, and whether or not such offense was or is about to be committed during operating school hours, or

District Safe School Climate Plan

2. that a student enrolled in the school has been or is about to become the victim of a hate crime, whether committed on school property or during school hours, the school employee shall immediately notify the building principal and Superintendent, who in turn shall notify the Bethel Police Department. The Principal shall notify the Bethel Police Department immediately if there is reason to believe the act of violence has been or is about to be committed against a student or there is reason to believe that a life has been or will be threatened.

Whenever any school employee in the course of employment has reason to believe that a bias incident has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such bias incident was or is to be committed during school hours, the school employee should immediately notify the building principal and Superintendent, who in turn should promptly notify the Bethel Police Department. Any student charged with a hate crime or bias incident will be disciplined in accordance with the student conduct code or policies pertaining to discipline and student conduct.

In deciding whether to refer the matter of a bias incident to the Bethel Police Department the building principal and the Superintendent, should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety, and well-being of any student, school employee or member of the general public. The building principal and Superintendent should consider the possibility that the suspected incident could escalate or result in some form of retaliation which might occur within or outside school property.

It is understood a referral to the Police Department is only a request to conduct an investigation and nothing more than the transmission of information which might be pertinent to any such law enforcement investigation. A referral is not an accusation or formal charge.

Unless the Police Department requests otherwise, the school district will continue to investigate a suspected hate crime or bias incident occurring on school property and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected hate crime or bias incident pending the arrival of the Police Department. The school officials, when feasible, will cover or conceal such evidence until the arrival of the Police Department.

Legal References:

Public Act 19-166

Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

District Safe School Climate Plan

Connecticut State Department of Education Circular Letter C-3, Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2, Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1, Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1, Series 2019-2020 (July 16, 2019)

Regulation Adopted: 09/19/2002

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Revised: 12/01/2014

Revised: 09/01/2015

Revised: 11/18/2015

Revised: 12/8/2015

Revised: 10/3/2016

Revised: 05/24/2018

Revised: 04/25/19

Revised: 10/21/21

BETHEL PUBLIC SCHOOLS

Bethel, CT

Students

Cyberbullying (The Use of Technology to Harm Others)

The Bethel Board of Education defines cyberbullying as the use of electronic devices to harm others, and includes

- Bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.
- sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

Any form of cyberbullying committed by student(s) at school using school electronic devices, or from home computers or cell phones, or from other electronic devices, or done using social networking sites of any kind is expressly forbidden. Students must be mindful that cyberbullying activates disciplinary consequences after the *first* incident.

Students are prohibited from using any electronic device, including cell phones, to access and/or distribute such material at school, on school grounds, at a school-sponsored event, or on a school bus.

Publication, access, and/or distribution of such material while in school will be considered disruptive to the educational process by school officials and assumed intended for access within school by students.

All forms of harassment using technology of any type are violations of this policy and the district's Responsible Use Policy (RUP) and procedures.

All district network users, including student users, are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, "sexting," or other antisocial, illegal, or inappropriate behaviors such as those referenced in the cyberbullying definition are expressly prohibited.

Students, teachers, and other staff members who believe they have been the victims of such misuses of technology as described in this policy should not erase the offending material. Except in the case of pornographic images or "sexting" images, a copy of the material should be brought to the attention of the school principal or assistant principal. In the case of "sexting" images, the student, teacher, or staff member should show the school administrator the image on the electronic device, and local law enforcement officials will be contacted immediately. Personal devices are subject to search by school officials.

Students

Cyberbullying (The Use of Technology to Harm Others)

School administrators shall fully investigate all reports of cyberbullying with assistance from the Assistant Superintendent.

Students who violate this policy will be subject to disciplinary action. Students may lose their computer privileges, may be suspended or expelled, or may be reported to law enforcement officials. If any kind of threat is communicated as part of the cyberbullying, or if a hate crime is committed, or if any “sexting” images are communicated, these offenses will be reported to local law enforcement officials.

In addition, students who violate this policy will be required to attend a Digital Citizen Academy to learn how to be an effective digital citizen in the 21st Century.

Cf. 0521 – Nondiscrimination)

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

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.9 – Aggressive Behavior)

(cf. 5131.911 – Bullying)

(cf. 5131.83 – Restrictions on Print or Electronic Material Created or Copied by Students)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.42 – Sexual Harassment)

Legal Reference: Connecticut General Statutes 10-222d; 10-233a through 10-233f

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862)

Policy adopted: 5/22/2006

Policy Revised: 1/21/2010

Policy Revised: 4/15/2010

Policy Revised: 4/29/2010

Policy Revised: 9/17/2019

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Dress and Grooming

Students will wear clothing appropriate to an educational surrounding.

Dress for school requires a more dignified type of outfit than one would wear after school, at home, or at play. All students should be dressed and groomed in a neat, modest, and appropriate manner. Appropriate attire will not present a danger to health and safety, cause interference with work, or be disruptive to the educational process.

1. It is expected that outer clothing will not be worn in the building unless there are extenuating circumstances.
2. Appropriate footwear must be worn at all times on school grounds.
3. Clothing and footwear must meet the safety requirements of the educational process.
4. Clothing is expected to cover the torso; the midriff, and the buttock. All undergarments must be covered.
5. Shorts and skirts must be long enough to extend to the bottom of the arm when making a fist.
6. Children using the restroom must be able to manage their clothing by themselves.
Elementary School Students: Clothing such as jumpsuits or bib overalls that require adult assistance is discouraged.
7. Clothing which has inappropriate pictures, symbols, or language, including messages about drugs, alcohol, smoking, or of a derogatory sexual or racial nature, are not allowed in school.
8. For reasons of health and safety, teachers, coaches and advisors may alter dress and/or grooming requirements to meet the specific demands of the class or activity.

Any student whose appearance does not meet these standards will be asked by his/her teacher to change his/her clothing to meet the dress code. If the student cannot or will not change his/her clothing to meet the dress code, the student will be referred to an administrator. Parents of an unsuitably dressed student may be called and asked to provide more appropriate clothing for the day. If necessary, the school may provide temporary clothing for the student.

Regulation Adopted: June 29, 1999

Reviewed: 9/22/2005

Revised 11/16/1

BETHEL PUBLIC SCHOOLS

Bethel, CT

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

A. Definitions

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

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

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Office of Early Childhood pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Office of Early Childhood or board of education enhancement programs and extra-curricular activities.

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

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Error means:

- (1) The failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

- (f) administer the medication according to generally accepted standards of practice; or
- (2) The administration of a medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine for the purpose of emergency first aid pursuant to Section 10-212a of the Connecticut General Statutes and subsection (e) of Section 10-212a-2 of the Regulations of Connecticut State Agencies.
- (3) In emergency situations schools' registered nurses are permitted within the guidelines of the medical advisor's standing orders regarding administration of Zytac/Benadryl/generic or Tylenol/Motrin/generic or Naloxone, to assume parental/guardian consent is given, although written and signed consent may not be available.

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

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

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

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

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

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240.

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

Medication Emergency means a life-threatening reaction of a student to a medication.

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

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

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

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

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Paraeducator means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board of employment as a health care aide or assistant or instructional aide or assistant.

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

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

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

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

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

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

School nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

Health Coordinator means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.

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

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

B. General Policies On Administration of Medications

- (1) Except as provided below in Section D, no medication, including non-prescription drugs, may be administered by any school personnel without:
 - (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent or guardian or eligible student; and
 - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Except as provided in Section D, medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse, by:
 - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, intranasal or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

allergic condition that may require prompt treatment to protect the student against serious harm or death.

- (b) students with chronic medical conditions who are able to possess medication, self-administer medication, or possess and self-administer medication provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for such self-administration;
 - (ii) there is a written authorization for possession, self-administration or possession, and self-administration of medication from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for possession, self-administration, or possession and self-administration of medication and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan.
 - (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is possessing, self-administering, or possessing and self-administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy;
- (c) a student diagnosed with asthma who is able to self-administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- student's self-administration of medication, and such written order is provided to the school nurse;
- (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student;
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of an automatic prefilled injection cartridge or similar automatic injectable equipment at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to protect the student against serious harm or death and authorizing the student's possession, self-administration, or possession and self-administration of medication, and such written authorization is provided to the school nurse;

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student;
 - (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a coach of intramural or interscholastic athletic events or licensed athletic trainer, who has been trained in the administration of medication, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
- (i) the school nurse has determined that a self-administration plan is not viable;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section H of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section E of this policy, when appropriate.
- (f) an identified school Paraeducator who has been trained in the administration of medication, provided medication is administered only to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition, except as provided in Section D below, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardian to administer the medication in school;

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (ii) medication is administered pursuant to the written order of (A) a physician licensed under chapter 370, (B) an optometrist licensed to practice optometry under chapter 380, (C) an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes; and
 - (iii) medication is administered only with approval by the school nurse in conjunction with the school nurse supervisor, and under the supervision of the school nurse; and
 - (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
 - (v) the Paraeducator shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations
- (g) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school Paraeducator, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:
- (i) there is written authorization from the student's parents/guardians to administer the medication; and
 - (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes; and
 - (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school Paraeducator is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication; and
 - (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school Paraeducator annually completes the training program established by the Connecticut State Department of Education and the Association of School Nurses of

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

Connecticut, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and

- (v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school Paraeducator receives bi-annual review/training and/or review/training before every field trips by the school nurse to confirm competency to administer antiepileptic medication.
- (h) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:
 - (i) training in administration of medications as part of their basic nursing program;
 - (ii) successful completion of a pharmacology course and subsequent supervised experience; or
 - (iii) supervised experience in the administration of medication while employed in a healthcare facility.
- (4) Medications may also be administered by a parent or guardian to his/her own child on school grounds.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse. For FDA-approved medications being administered according to a study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

C. Diabetic Students

- (1) The Bethel Board of Education permits blood glucose testing by students who have a written order from a physician stating the need and capability of such student to conduct self-testing.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician stating that such child is capable of conducting self-testing on school grounds.

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (3) In the absence or unavailability of the school nurse, trained school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - (a) The student's parent or guardian has provided written authorization.
 - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes.
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school Paraeducator.
 - (d) The school nurse shall provide general supervision to the selected school employee.
 - (e) The selected school employee annually completes any training required by the school nurse in the administration of medication with injectable equipment used to administer glucagon.
 - (f) The school nurse and school medical advisor have attested in writing that selected school employee completed the required training.
 - (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

- (1) For purposes of this Section D, "regular school hours" means the posted hours during which students are required to be in attendance at the individual school on any given day.
- (2) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.
 - (a) The school nurse, in consultation with the school nurse supervisor, shall determine the supply of epinephrine in cartridge injectors that shall be available in the individual school.

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (b) In determining the appropriate supply of epinephrine in cartridge injectors, the nurse may consider, among other things, the number of students regularly in the school building during the regular school day and the size of the physical building.
- (3) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school Paraeducator(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (1) above, in the absence of the school nurse.
 - (a) More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.
 - (b) The selected personnel, before conducting such administration, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid.
 - (c) The selected personnel must voluntarily agree to complete the training and administer epinephrine in cartridge injectors for the purpose of emergency first aid.
- (4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (2) above shall be on the grounds of each school during regular school hours.
 - (a) The school principal, in consultation with the school nurse supervisor, shall determine the level of nursing services and number of selected and trained personnel necessary to ensure that a nurse or selected and trained personnel is present on the grounds of each school during regular school hours;
 - (b) If the school nurse, or a substitute school nurse, is absent or must leave school grounds during regular school hours, the school nurse, school administrator or designee shall send an email to all staff indicating that the selected and trained personnel identified in Paragraph (2) above shall be responsible for the emergency administration of epinephrine;
- (5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication; and the Regulations adopted by the Department of Education.

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

- (6) The parent or guardian of any student may submit, in writing, to the school nurse or school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.
 - (a) The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine;
 - (b) The Board shall annually notify parents or guardians of the need to provide such written notice.

- (7) Following the emergency administration of epinephrine by selected and trained personnel as identified in this section:
 - (a) Such emergency administration shall be reported immediately to:
 - (i) The school nurse by the personnel who administered the epinephrine; and
 - (ii) The student's parent or guardian, by the school nurse or personnel who administered the epinephrine.
 - (b) A medication administration record shall be:
 - (i) Submitted to the school nurse by the personnel who administered the epinephrine 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 E of this policy.

E. Documentation and Record Keeping

- (1) Each school or before-and-after school program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:
 - (a) the name of the student;
 - (b) the student's state-assigned student identifier (SASID);
 - (c) the name of the medication;
 - (d) the dosage of the medication;
 - (e) the route of the administration,
(i.e., oral, topical, inhalant, etc.);
 - (f) the frequency of administration;
 - (g) the name of the authorized prescriber;
 - (h) the dates for initiating and terminating the administration of medication,
including extended year programs;

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

- (i) the quantity received at school and verification by the adult delivering the medication of the quantity received;
 - (j) the date the medication is to be reordered (if any);
 - (k) any student allergies to food and/or medication(s);
 - (l) the date and time of each administration or omission, including the reason for any omission;
 - (m) the dose or amount of each medication administered; and,
 - (n) the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication;
 - (o) for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.
- (2) All records are either to be made in ink and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
- (a) The completed medication administration record for non-controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Record Retention Schedules for Municipalities, so long as it is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.
- (6) Documentation of any administration of medication by a coach or licensed athletic trainer

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

shall be completed on forms provided by the school and the following procedures shall be followed:

- (a) a medication administration record for each student shall be maintained in the athletic offices;
- (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
- (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
- (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

F. Errors In Medication Administration

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s).
 - (c) the principal shall notify the Superintendent or the Superintendent's designee.
- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) These same procedures shall apply to coaches and licensed athletic trainers during

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

G. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.
- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

H. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to the following:
 - (a) availability on a regularly scheduled basis to:
 - (i) review orders or changes in orders, and communicate these to personnel designated to give medication for appropriate follow-up;

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (ii) set up a plan and schedule to ensure medications are given properly;
 - (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and to identified Paraeducators designated in accordance with Section B(3)(f), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified Paraeducators designated in accordance with Section B(3)(f), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) perform observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified Paraeducators designated in accordance with Section B(3)(f), above, who have been newly trained to administer medications; and,

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

- (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified Paraeducators designated in accordance with Section B(3)(f), above, regarding the needs of any student receiving medication.

I. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified Paraeducators designated in accordance with Section B(3)(f), above, who are designated to administer medications shall at least annually receive training in their safe administration; and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapist employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified Paraeducators designated in accordance with Section B(3)(f), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics and licensed athletic trainers in accordance with Section B(3)(e), above, and identified Paraeducators designated in accordance with Section B(3)(f), above, shall include, but is not necessarily limited to the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping;
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.
- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school Paraeducator(s) who administer epinephrine as emergency first aid, pursuant to Section D above, shall annually completed the training program developed by the Departments of Education and Public

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

Health and training in cardiopulmonary resuscitation and first aid.

- (4) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor, , trainer or trainers.
- (5) Licensed practical nurses may not conduct training in the administration of medication to another individual.

J. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for possession, self administration, or possession and self-administration, and those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(e) above, and epinephrine to be used for emergency first aid in accordance with Section D above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(e) above.
- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine to be used as emergency first aid in accordance with Section D above, shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine intended for emergency first aid in accordance with Section D above.
- (4) Emergency Medications

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse, or in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication;
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
- (5) All medications, except those approved for keeping by students for self-medication, shall be kept in a designated and locked location, used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
- (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.
- (7) All medications, prescription and non-prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
- (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.
- (9) Medications that must be refrigerated shall be stored in a refrigerator, at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medication may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box which is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed in collaboration with the school nurse:
 - (a) non controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

Regulations of Connecticut State Agencies;

- (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
- (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication, and
 - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

K. Before-and-After School Programs

- (1) As determined by the Health Coordinator, the following procedures shall apply to the administration of medication during school readiness programs and before-and-after school programs run by the Board, which are exempt from licensure by the Office of Early Childhood:
- (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided by Section D above, no medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and

Students**ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS**

- (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before-and-after school program, additional nursing services are required for these programs.
 - (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse or other registered nurse. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.
 - (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision making regarding medication administration.
 - (g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.
 - (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
 - (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section I of this policy.
 - (5) All medications must be handled and stored in accordance with Section H of this policy.

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

Where possible, a separate supply of medication shall be stored at the site of the before-and-after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

- (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and
 - (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs and before-and-after school programs shall be reviewed annually by school nurse supervisor.

L. Review and Revision of Policy

In accordance with the provisions of Section 10-212a-2(a), the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, if any, or other qualified licensed physician, and the school nurse supervisor. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Section 10-206
 Section 10-212
 Section 10-212a
 Section 19a-900
 Section 21a-240

Students

ADMINISTRATION OF STUDENT MEDICATIONS IN THE SCHOOLS

Section 52-557b

Public Act 15-215, An Act Concerning Various Additions to the Education Statutes

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Code of Federal Regulations:

Title 21 Part 1307.21

Policy adopted: November 19, 1979

Revised: 3/19/90, 9/8/92, 1/17/02,

9/18/03, 1/27/05, 8/25/05

3/10/11, 6/23/16, 9/17/20

BETHEL PUBLIC SCHOOLS

BETHEL, CT

Students/Personnel

PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS

In accordance with Conn. Gen. Stat. § 10-212b, the Board of Education prohibits school personnel from recommending the use of psychotropic drugs for any child. However, school health or mental health personnel may recommend that a child be evaluated by an appropriate medical practitioner and school personnel may consult with such practitioner with the consent of the parents or guardian of such child, in accordance with the procedures outlined below.

I. Definitions

For purposes of this policy, the following definitions apply:

- A. Psychotropic drugs means prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to, stimulant medication and antidepressants.
- B. Recommend means to directly or indirectly suggest that a child should use psychotropic drugs.
- C. School health or mental health personnel means:
 - 1. school nurses or nurse practitioners appointed pursuant to Conn. Gen. Stat. § 10-212;
 - 2. school medical advisors appointed pursuant to Conn. Gen. Stat. § 10-205;
 - 3. school psychologists;
 - 4. school social workers;
 - 5. school counselors;
 - 6. other school personnel who have been identified by a Planning and Placement Team, Section 504 team, Student Assistance Team or similar group of district professionals as the person responsible for communication with a parent or guardian about a child's need for medical evaluation;

Students/Personnel

PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS

8. a school professional staff member designated by the Superintendent to communicate with a child's parent or guardian about a child's need for medical evaluation.

II. Procedures

- A. A school health or mental health personnel, as defined above, may communicate with other school personnel about a child who may require a recommendation for a medical evaluation, provided that 1) there is a legitimate educational interest in sharing such information; and 2) such communication shall remain confidential, to the extent required by law.
- B. A school health or mental health personnel, as defined above, may communicate a recommendation to a parent or guardian that a child be evaluated by a medical practitioner if 1) based on such person's professional experience, objective factors indicate that a medical evaluation may be necessary to address concerns relating to the child's education and overall mental health; and 2) any communication includes the basis for the recommendation.
- C. If a parent or guardian determines that it is necessary to share medical information, including results of any medical evaluation, with school personnel, he or she may do so at any time. School personnel who receive such information directly from a parent must maintain the confidentiality of such information, to the extent required by law.
- D. Should any school personnel have a legitimate educational interest in obtaining information from a child's medical practitioner outside the school who is not a school employee, such personnel must first obtain prior, written consent from the child's parent or guardian. Any school health or mental health personnel, may request written consent from the parent or guardian. To be valid, the written consent must: 1) be signed by the child's parent or guardian; 2) be dated; 3) provide the child's name; 4) provide the name of the medical practitioner and relevant contact information, to the extent known; and 5) indicate the scope of the consent.

Students/Personnel

PROHIBITION ON RECOMMENDATIONS FOR PSYCHOTROPIC DRUGS

Nothing in this policy shall be construed to prevent school personnel from consulting with a medical practitioner who has information concerning a child, as long as the school district has obtained written consent from the parent(s) or guardian(s) of the child, in accordance with the Section II.D., above. Nothing in this policy shall prevent a planning and placement team from recommending a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine a child's (i) eligibility for special education and services, or (ii) educational needs for an individualized education program.

Legal References:

Comm. Gen. Stat. § 10-212b
Public Act 03-211

Policy Adopted: 8/20/01
Policy Revised: 9/18/03, 9/17/20

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Chemical Health Policy For Student-Athletes

Policy Statement

The Bethel Board of Education (the "Board") participates in the Connecticut Interscholastic Athletic Conference ("CIAC"). In accordance with CIAC participation rules and the Board's obligation under state and federal law, the Board prohibits the unauthorized use, sale, distribution, or possession of controlled drugs, controlled substances, drug paraphernalia, performance-enhancing substances or alcohol during any school-sponsored athletic activity, whether occurring on or off school property. It shall be the policy of the Board to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate, in the handling of incidents by student-athletes involving the possession, distribution, sale, or use of substances that affect behavior, including performance-enhancing substances. This policy applies to all student-athletes participating in school-sponsored athletics, whether or not such athletes are participating in CIAC controlled activities.

Definitions

Controlled Drugs: means those drugs which contain any quantity of a substance which has been designated as subject to the federal Controlled Substances Act, 21 U.S.C. § 801 *et seq.*, or which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws, or which has been designated by the Commissioner of Consumer Protection pursuant to Connecticut General Statutes Section 21a-243, as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Such controlled drugs are classifiable as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs. Connecticut General Statutes Section 21a-240(8).

Controlled Substances: means a drug, substance, or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to Connecticut General Statutes Sections 21a-243 and 21a-240(9).

Drug Paraphernalia: means any equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing any controlled substance into the human body, including but not limited to all items specified in Connecticut General Statutes Section 21a-240(20)(A), such as "bongs," pipes, "roach clips," miniature cocaine spoons, cocaine vials, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled substances. Connecticut General Statutes Section 21a-240(20)(A).

Performance Enhancing Substances: means any anabolic steroid, hormone or analogue, diuretic, or other substance designed to enhance a student's performance in athletic competition, except when used under the care and direction of a licensed medical professional and only then in the manner prescribed by the medical professional and manufacturer's recommendations.

Professional Communication: means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the professional employee's employment. Connecticut General Statutes Section 10-154a(a)(4).

Students

Chemical Health Policy For Student-Athletes

Professional Employee: means a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is a member of a faculty where certification is not required, (C) is an administration officer of a school, or (D) is a registered nurse employed by or assigned to a school. Connecticut General Statutes Section 10-154a(a)(2).

Student-Athlete: means any student participating in an extracurricular school-sponsored athletic activity, whether interscholastic or intramural, including but not limited to student-athletes who are participating in CIAC controlled activities.

Procedures

Discretionary Nature of Student Athletics.

The Board sponsors athletic programs as part of its extracurricular program. The opportunity to participate in extracurricular activities such as student athletics is a privilege, not a right. The Board may remove students from participation in athletics activities at its discretion.

Emergencies.

If an emergency situation results from the use of drugs, performance-enhancing substances, or alcohol, the student-athlete shall be sent to the school nurse or medical advisor immediately, or emergency medical personnel will be notified. The parent or designated responsible person will also be notified as soon as possible.

Prescribed Medications.

The parent or guardian of any student-athlete who is required to take any prescribed medication during student athletic activities shall inform the school nurse or the person designated to act in the absence of a nurse. Such prescribed medication will then be administered to the student-athlete under the supervision of the school nurse or designee in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration, except as provided below.

Student-athletes taking improper amounts of a prescribed medication, or taking a prescribed medication without proper notification and supervision of the school nurse or designee, will be subject to the procedures for improper drug or alcohol use outlined in this policy.

Student-athletes with a documented medical history demonstrating the need for regular use of performance-enhancing substances for therapeutic purposes shall not be considered to be in violation of this policy when such substances are properly prescribed and taken by the student-athlete in accordance with Connecticut General Statutes Section 10-212a and the applicable regulations and in accordance with any Board policies and regulations concerning medication administration.

Student-athletes with a documented medical history demonstrating the need for regular, palliative use of marijuana shall not be considered to be in violation of this policy when such substance is properly prescribed and taken by the student-athlete in accordance with Connecticut General Statutes §Sections 21a-408a through 408q. Under no circumstances shall the school nurse or designee administer to the

Students

Chemical Health Policy For Student-Athletes

student, or permit the palliative use of marijuana by the student, on a school bus, school grounds, or property, in public places, or in the presence of persons under the age of eighteen.

Voluntary Disclosure of Drug/Alcohol Problem (Self-Referral).

The following procedures will be followed when a student-athlete privately, and in confidence, discloses to a professional employee in a professional communication information concerning the student's use, possession, distribution, or sale of a controlled drug, controlled substance, or alcohol.

Professional employees are permitted, in their professional judgment, to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student-athletes. In no event, however, will they be required to do so. Connecticut General Statutes Section 10-154a(b).

Any physical evidence obtained from such student-athletes through a professional communication indicating that a crime has been or is being committed by the student-athlete **must** be turned over to school administrators or law enforcement officials as soon as possible, but no later than two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Employees are encouraged to contact the school administrator immediately upon obtaining physical evidence. In no case, however, will such employees be required to disclose the name of the student-athlete from whom the evidence was obtained. Connecticut General Statutes Section 10-154a(b).

Any professional employee who has received a professional communication from a student-athlete may obtain advice and information concerning appropriate resources and refer to the student-athlete accordingly, subject to the rights of the professional employee as described in paragraph (a) above.

If a student-athlete consents to disclosure of a professional communication concerning the student athlete's alcohol or drug problem, or if the professional employee deems disclosure to be appropriate, the professional employee should report the student athlete's name and problem to the school's building administrator or designee who shall refer the student-athlete to appropriate school staff members for intervention and counseling.

Involuntary Disclosure or Discovery of Drug/Alcohol Problems.

When any school staff member, or a coach or volunteer responsible for or involved in student athletic programs, obtains information related to a student-athlete **from a source other than the student athlete's confidential disclosure**, that the student-athlete, on or off school grounds or at a school-sponsored activity, is unlawfully under the influence of, or unlawfully possesses, uses, dispenses, distributes, administers, sells or aids in the procurement of a controlled drug, controlled substance, drug paraphernalia, performance-enhancing substances or alcohol, that information is considered to be involuntarily disclosed. In this event, the following procedures will apply.

The staff member, coach, or volunteer will immediately report the information to the building administrator or designee. The building administrator or designee will then refer the student-athlete to appropriate school staff members for intervention and counseling.

Students

Chemical Health Policy For Student-Athletes

Any physical evidence (for example, alcohol, drugs, drug paraphernalia, or performance-enhancing substances) obtained from a student-athlete indicating that a crime has been or is being committed by the student-athlete must be turned over to the building administrator or designee or to law enforcement officials as soon as possible, but no later than within two calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(b). The name of the student-athlete must be disclosed to the building administrator or designee.

Search and Seizure of Students and/or Possessions: A staff member, coach, or volunteer who reasonably suspects that a student-athlete is violating a state/federal law, school substance abuse policy, or this chemical health policy must **immediately** report such suspicion to the building administrator or designee. The building administrator or designee may then search a student athlete's person or possessions connected to that person, in accordance with the Board's policies and regulations if such employee has reasonable suspicion from the inception of the search that the student-athlete has violated or is violating either the law, a school substance abuse policy, or this chemical health policy.

Any physical evidence obtained in the search of a student-athlete, or a student athlete's possessions, indicating that the student-athlete is violating or has violated a state or federal law **must** be turned over to law enforcement officials as soon as possible, but not later than within three calendar days after receipt of such physical evidence, excluding Saturdays, Sundays and holidays. Connecticut General Statutes Section 10-154a(c). All school employees are encouraged to contact the school administration immediately upon obtaining physical evidence.

Consequences for the Use, Sale, Distribution, or Possession of Controlled Drugs, Controlled Substances, Drug Paraphernalia, Performance Enhancing Substances, or Alcohol.

Any student-athlete in the Bethel Public Schools using, consuming, possessing, being under the influence of, manufacturing, distributing, selling, or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia, performance-enhancing substances, or alcohol, either on or off school property or at a school-sponsored activity, except as such use or possession is in accordance with Connecticut General Statutes §Sections 21a-408a through 408q, is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy. On and after January 1, 2022, a student shall not face greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

Student-athletes found to be in violation of this policy may be referred by the building administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such an event, assessment and treatment costs will be the responsibility of the parent or guardian.

Students

Chemical Health Policy For Student-Athletes

A meeting may be scheduled with appropriate school staff members for the purpose of discussing the school's drug and alcohol policy and this chemical health policy with the student-athlete and parent or guardian.

Law enforcement officials may be contacted by the building administrator in the case of suspected involvement in the use, sale, or distribution of controlled drugs, controlled substances, drug paraphernalia, performance-enhancing substances, or alcohol.

A student-athlete found by the administration to have violated this policy may, in the discretion of school administrators, be suspended from play for short or long term periods, or may have their student athletic participation privileges revoked.

A student-athlete found by the administration to have used performance-enhancing substances shall receive a minimum penalty of revocation of athletic participation privileges for one hundred eighty (180) days. The Board shall report the violation to the CIAC.

The Board recognizes that the CIAC may impose additional sanctions on student-athletes participating in CIAC controlled activities who are found to have violated this policy.

Prohibition on the Promotion or Dispensing of Performance Enhancing Substances by School Staff Members, Coaches, or Volunteers.

No school staff member, coach, or volunteer responsible for or involved in student athletic programs shall dispense any drug, medication (prescription or non-prescription), or food supplement to any student-athlete except under the supervision of the school nurse or designee in accordance with Connecticut General Statute Statutes Section 10-212a and the applicable regulations, and in accordance with any Board policies and regulations concerning medication administration.

No school staff member, coach, or volunteer responsible for or involved in student athletic programs shall encourage the use of any drug, medication (prescription or non-prescription), or food supplement in a manner not described by the manufacturer.

No school staff member, coach, or volunteer responsible for or involved in student athletic programs shall supply, recommend, or knowingly permit student-athletes to use any drug, medication (prescription or non-prescription), or food supplement for the specific purpose of enhancing their athletic performance.

A school staff member, or coach responsible for or involved in student athletic programs, who violates the terms of this policy shall be subject to discipline, up to and including termination of employment. The Board may also report violations of this policy by employees to parents of student-athletes and/or state and local authorities.

The Board shall immediately terminate a volunteer responsible for or involved in student athletic programs who violates the terms of this policy. The Board may also report violations of this policy by volunteers to parents of student-athletes and/or state and local authorities.

Students**Chemical Health Policy For Student-Athletes**Publication of Chemical Health Policy to School Staff Members, Coaches, Volunteers, and Student-Athletes.

The Board shall publish this chemical health policy to all school staff members, coaches, and volunteers responsible for or involved in student athletic programs.

The Board shall publish this chemical health policy to all student-athletes and their parents/guardians.

Legal References:

Connecticut General Statutes:

June Special Session, Public Act No. 21-1, An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis

Section 10-154a

Section 10-212a

Section 10-221

Section 21a-240

Section 21a-243

Section Sections 21a-408a through 408q

Public Act 16-23, “An Act Concerning the Palliative Use of Marijuana”

2021-2022 CIAC Handbook, Section 4.12.E (Chemical Health Policy and Regulations), available at https://www.casciac.org/pdfs/ciachandbook_2122.pdf

ADOPTED: 2/14/22

Students

Health Assessments and Immunizations

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

MANDATED HEALTH ASSESSMENTS In Connecticut, health assessments are required prior to public school entrance, in Grade 6 or 7, and in Grade 9 or 10 (Connecticut General Statutes Section 10-206 Health Assessments, <http://www.cga.ct.gov/2011/pub/chap169.htm>.) The specific grades are determined by the local or regional board of education. Bethel Public Schools Mandated health assessments are required for new enrollees Grade K Grade 6 and Grade 9. Mandated Health Assessments are also required for students in ungraded classrooms at an age-appropriate time, and for students in approved private special education schools.

The Board of Education requires that students have health assessments to determine the health status of students, facilitate the removal of impediments to learning, and determine if some adaptation of the school program may be necessary.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to ensure that all enrolled students are adequately immunized against communicable diseases. Completed health assessments must show documentation of all requirements, including a completed risk assessment for tuberculosis. The Board may deny continued attendance in school to any student who fails to obtain the immunizations and health assessments required under Connecticut General Statute 10-206, and as may be periodically amended.

Parents seeking an exemption on the basis that a given immunization(s) is medically contraindicated, must return a signed licensed physician's exemption statement to the school nurse. In addition, this request must be signed by the parent/guardian.

If a contagious disease outbreak should occur, as determined by the State Department of Public Health, the student would be excluded from school until:

1. The public health official determines that the outbreak danger has ended.
or
2. The child becomes ill with the disease and completely recovers from it.
or
3. The child is vaccinated according to public health protocol.
or
4. The child has proof of immunity to the disease.

It is the responsibility of the Health Coordinator to ensure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and report the status to the Health Coordinator.. The school nurse shall also contact parents or guardians to make them aware if

Students

Health Assessments and Immunizations

immunizations and/or health assessments are insufficient. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

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

The district will report annually to the State Department of Public Health the required school assessments to include student demographics.

Homeless Students

Lack of immunization records may not prevent a homeless student from being enrolled in school. Parent/guardian/unaccompanied youth shall be referred to the District's Homeless Liaison who will assist in obtaining immunizations.

(cf. 5111 - Admission)

(c.f. 5118.1 - Homeless Students)

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes
 10204 Vaccination
 10204a Required immunizations as amended by PA 96-244.
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10206 Health assessments (as amended by June Special Session PA 01-1 and PA 05-272
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student rest cites; board to hone notice
 10-209 School nurses
 10-212 School nurses
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening
 P.A. 03-211 An Act Concerning the Provision of Medical Care for Students' Health Care Needs.
 The McKinney-Vento Homeless Education Assistance Act, 41 U.S.C., §§ 11431 et seq.
HIPAA; Pub.L. 104-191, 110 Stat. 1936

Policy adopted: 8/8/92
 Policy revised: 11/18/96, 1/17/02, 9/18/03
 Policy revised: 5/23/2005, 8/25/2005, 9/2/2008, 10/7/08
 1/29/09, 6/25/15, 9/17/20, 10/21/21

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Reporting Child Abuse and Neglect

The Board of Education recognizes that a student's mental and physical health have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse or neglect.

Conn. Gen. Stat. Section 17a-101 et seq. requires certain school employees who have reasonable cause to suspect or believe that a child has been abused or neglected, or placed at imminent risk of serious harm to report such suspicions to the appropriate authority. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth below.

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

1. 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" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance 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 Bethel Public Schools, pursuant to a contract with the Board.

Students

Reporting Child Abuse and Neglect

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes all school employees, as defined above, 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.

2. What Must Be Reported

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 a child:

- a) Has been abused or neglected;
- b) Has had no accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) Is placed at imminent risk of serious harm.

3. Reporting Procedures for All Employees of the Board of Education

The following procedures apply to all employees of the Board of Education (i.e., both statutory mandated reporters, as defined above, and employees other than statutory mandated reporters.

When an employee of the Board of Education 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, the following steps shall be taken.

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve 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. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency. The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.

Students

Reporting Child Abuse and Neglect

- (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 or her designee. If the Building Principal is the alleged perpetrator of the abuse/neglect then the employee shall notify the Superintendent or the Superintendent's designee directly.
- (3) In cases involving suspected or believed abuse or neglect 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 hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designees containing all of the required information. The written report should be submitted on the DCF-136 form or any other form designated for that purpose.
- (5) The employee shall immediately submit a copy of the written 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 or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

4. Contents of Reports

Any oral or written 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;

Students

Reporting Child Abuse and Neglect

- 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.

5. Investigation of the Report

- a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families ("DCF"). In all other cases, DCF shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

Students

Reporting Child Abuse and Neglect

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families 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 Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child 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 having any information relevant to alleged abuse or neglect, 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 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 or neglect 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 Bethel Public Schools, 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 contact with students enrolled in the Bethel Public Schools, pending the outcome of the investigation.

6. Evidence of Abuse or Neglect by a School Employee

a) If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report

Students

Reporting Child Abuse and Neglect

from the Commissioner that he or she has reasonable cause to believe that a child has been abused or neglected by a school employee, as defined above, and has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, 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 employee. 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 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. Section 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 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 hours after such termination or resignation.

Students

Reporting Child Abuse and Neglect

- e) Regardless of the outcome of any investigation by the Commissioner of Children and Families 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.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

7. Evidence of Abuse or Neglect by An Independent Contractor of the Board of Education

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused or neglected by any individual who provides services to or on behalf of students enrolled in the Bethel Public Schools, pursuant to a contract with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Bethel Public Schools.

8. 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.

9. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 12 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.

10. Non-discrimination Policy/Prohibition Against Retaliation

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Students

Reporting Child Abuse and Neglect

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 testifying in any proceeding involving child abuse or neglect.

11. Distribution of Policy

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 14, below.

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

13. 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, as defined above, employed by the Board, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. 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 Children and Families, upon request

Students

Reporting Child Abuse and Neglect

and for the purposes of an investigation by the Commissioner of Children and Families 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.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq. Section 17a-103

Section 53a-65

Public Act 14-186 “An Act Concerning The Department Of Children And Families And The Protection Of Children”

Regulation Approved: July 14, 1976
Regulation Revised: 9/20/82; 11/6/89;
4/9/97; 9/7/00
Revised as **Policy**: 9/4/03; 4/23/15

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students

Prevention of Youth Suicide

Procedures for Students at Risk

The procedure to be followed in the Bethel Public Schools in assisting a student at risk is divided into three parts: Identification, Assessment, and Action.

1. Identification

The identification of a student at risk may take place in a variety of ways but most often this occurs when the student communicates information to a staff member or another student. The information also may be communicated to parents or other adults who in turn inform school staff. Once the student is identified as a student at risk of suicide by any staff member, that school staff member must make a referral to any of the designated pupil personnel staff members assigned to the school. This must be done even if the student has confided in the staff member and asked that his/her communication be kept confidential. The identification and referral of students should be made in accordance with the information contained in Appendix A, however, Appendix A is not intended to be an exhaustive resource or guide.

2. Assessment

An assessment of the student is performed by a pupil personnel staff team of at least two people. If the assessment results in a conclusion that the student is at risk, the pupil personnel team must immediately notify the student's parents and the school administration. If the conclusion by the assessment team is that the student is at risk, the appropriate school staff will be notified of a plan of action by the assessor.

If the conclusion is that the student is not at risk, the referring staff member will be notified. The assessment team will develop a plan to monitor the student if necessary.

3. Plan of Action for Students at Risk

If the student is assessed to be "at-risk":

- A. The Bethel Public Schools staff member or other school personnel shall remain with the student until a specific plan of action is put into effect.
- B. The Bethel Public Schools staff member shall notify the student's parent/guardian and request a meeting with them as soon as possible, preferably that same day.

Students

Prevention of Youth Suicide

Procedures for Students at Risk

- B. When the parent/guardian arrives at school, the Bethel Public Schools staff member shall meet with him/her to discuss:
1. the seriousness of the situation;
 2. the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
 3. the need for continued monitoring of the student at home if he/she is released following the evaluation;
 4. referral to appropriate professional services outside the school system; and
 5. a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
- C. The Bethel Public Schools staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
- D. If the parent/guardian does not follow through, thereby leaving the student "at-risk", a medical referral to the Department of Children and Families (DCF) should be made (if the student is less than 18 years of age). The parent/guardian should be notified as soon as possible that such a referral has been made.
- E. The Bethel Public Schools staff member may notify other staff, as necessary to protect the student and others.
- F. The Bethel Public Schools staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning Placement Team or other staff as appropriate for further consultation and planning.
- G. The Bethel Public Schools staff member or the team shall monitor the student's progress and shall consult as necessary with family, outside professionals and school staff.

If the student is assessed to be "in imminent danger":

- A. The Bethel Public Schools staff member shall ensure that the student is not left alone.

Students

Prevention of Youth Suicide

Procedures for Students at Risk

- B. The Bethel Public Schools staff member shall notify the parent/guardian and request that the student be picked up at school and taken to a medical or mental health professional for thorough suicidal risk evaluation.
- C. When the parent/guardian arrives at school, the Bethel Public Schools staff member shall meet with him/her to discuss:
 - 1. the seriousness of the situation;
 - 2. the need for an immediate suicide risk evaluation at a medical or mental health facility, or other appropriate evaluation(s);
 - 3. the need for continued monitoring of the student at home if he/she is released following the evaluation;
 - 4. referral to appropriate professional services outside the school system; and
 - 5. a request for the parent/guardian to sign a release of information form permitting communication between the school and the facility to which the student will be taken, the student's therapist and other appropriate individuals.
- E. The Bethel Public Schools staff member shall document in writing the course of events, including what transpired at the meeting, and the outcome.
- F. The Bethel Public Schools staff member shall inform the principal of the course of events and the outcome.
- G. The Bethel Public Schools staff member may notify other staff, as necessary to protect the student and others.
- H. The Bethel Public Schools staff member may refer the student to the school's Child Study Team, Mental Health Team, Crisis Intervention Team, Student Assistance Team, Planning and Placement Team or other staff as appropriate for further consultation and planning.
- I. If the parent/guardian is unable to come to school:
 - 1. The Bethel Public Schools staff member shall provide, over the telephone, information as to available resources outside and within the school system, and shall plan follow-up contacts.
 - 2. The Bethel Public Schools staff member will notify the parent/guardian of his/her intent to and arrange transport of the student to an appropriate

Students

Prevention of Youth Suicide

Procedures for Students at Risk

- evaluation/treatment site by means of emergency vehicle (e.g., ambulance or police cruiser).
3. Police may be notified if the student poses a threat to the safety of him/herself or others, or as dictated by other circumstances.
 4. The Bethel Public Schools staff member shall document in writing the course of events and the outcome.
 5. The Bethel Public Schools staff member shall inform the principal of the course of events and the outcome.
- J. If the parent/guardian does not agree with the school's determination that the student is in imminent danger or for any other reason refuses to take action:
1. The Bethel Public Schools staff member shall meet with the building principal to develop an immediate plan focused on protection of the student.
 2. The Bethel Public Schools staff member shall notify the parent/guardian of the plan and shall either a) inform the parent/guardian that the Department of Children and Families (DCF) will be contacted and a medical neglect referral made, if the parent/guardian remains uncooperative and the student is less than 18 years of age; or b) inform the parent or guardian and student that the police will be called if the parent or guardian or student remains uncooperative.
 3. The Bethel Public Schools staff member shall arrange for an emergency vehicle to transport the student to the hospital or an appropriate mental health facility; shall inform hospital staff of the situation; shall plan follow-up in relation to hospital staff or mental health facility staff decisions as to how to proceed.
 4. The Bethel Public Schools staff member shall consult and cooperate with DCF and/or the police as necessary.
 5. The Bethel Public Schools staff member shall document in writing the course of events and the outcome.
- K. When a student assessed to have been "in imminent danger" returns to the school, the PPS staff member or the appropriate school-based team (if such referral has been made) shall coordinate consultation with outside professionals, supportive services in school, and changes in the instructional program, when necessary.

Students

Prevention of Youth Suicide

Procedures for Students at Risk

In order to appropriately implement this procedure the following tasks must be accomplished:

- (1) All pupil personnel staff must be trained in the procedure of assessing a student at risk.
- (2) The process of identification and referral of a student at risk must be communicated to the school staff. This should be done by the trained pupil personnel staff.
- (3) The trained pupil personnel staff should develop necessary documents and internal procedures.

Regulation approved:
Regulation revised:
Regulation revised:

March 5, 1990
September 8, 1992
June 25, 2015

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Discipline/Punishment

Teachers have the responsibility for maintaining discipline of students under their supervision. In maintaining discipline they will exercise such control over students in a firm, kind and judicious manner.

Reasonable physical force may be used to the extent that a teacher or other person entrusted with the care and supervision of a minor for school purposes believes it necessary to:

- A. Protect him/her or others from immediate physical injury;
- B. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student;
- C. Protect property from physical damage;
- D. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

(cf. 4148/4248) - Employee Protection)
(cf. 5114 - Suspension/Expulsion; Due Process)

Legal Reference: Connecticut General

Statutes

53a-18 Use of reasonable physical force or deadly physical force generally; defense by teachers and certain other persons.

Policy adopted: September 8, 1992
Reviewed: 9/22/2005

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Students

Civil and Legal Rights and Responsibilities

The Board of Education assures district students that they shall have all the rights afforded them by federal and state constitutions and statutes. The district recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

The district's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others.

It shall be the right of each district student:

1. to have a safe, healthy, orderly and courteous school environment;
2. to take part in all district activities on an equal basis regardless of race, sex, national origin, or disability;
3. to attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law;
4. to have school rules and conditions available for review and, whenever necessary, explanation by school personnel;
5. to be suspended from instruction only after his or her legal rights have been observed;
6. in all disciplinary matters, to have the opportunity to present his or her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction;
7. not to submit to a survey, analysis, or evaluation that fails to meet the criteria of Policy 6162.51

It shall be the responsibility of each district student:

1. to be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. to work to the best of his or her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible;
3. to conduct himself or herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself or herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his or her actions;

Students**Civil and Legal Rights and Responsibilities** (continued)

4. to seek help in solving problems that might lead to discipline procedures;
5. to be in regular attendance at school and in class;
6. to contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property;
7. to dress in accordance with standards promulgated by the Board and the Superintendent; and
8. to make constructive contributions to the school, and to report fairly the circumstances of school-related issues.

(cf. 5113 - Attendance and Excuses)
(cf. 5114 - Suspension/Expulsion/Due
Process) (cf. 5131 - Conduct)
(cf. 5145.2 - Freedom of
Speech/Expression) (cf. 5145.6 - Student
Grievance Procedure)

Legal Reference: Connecticut General Statutes
Goals 2000 - Educate America Act
10-15c Discrimination in public schools prohibited.

Policy adopted: February 8, 2001

**BETHEL PUBLIC
SCHOOLS Bethel, CT**

Students

Search and Seizure

1. Search of a Student and His or Her Effects

- A. Fourth Amendment rights to be free from unreasonable searches and seizures apply to searches conducted by public school officials.
 - 1. A student and his/her effects may be searched if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."
 - 2. The way the search is conducted should be "reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

2. Search of a Locker, Desk, and Other Storage Area

- A. Lockers, desks and other storage areas provided by the school system for use by students are the property of the school system. Such storage areas are provided for the temporary convenience of students only.
 - 1. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school.
 - 2. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- B. If the school administration reasonably suspects that a pupil is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

Students

Search and Seizure

- C. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness. Discovery of illegal or dangerous materials shall be reported to the Office of the Superintendent.

Use of trained detection dogs may be used only on the express authorization of the Superintendent or his/her designee, in accordance with such procedures as the Superintendent may devise.

Legal

References:

Connecticut General Statutes:

Section 10-221, Boards of Education to prescribe rules

Section 54-33n, Searches

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

Students**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE****1. Search of a Student and His or Her Effects**

- A. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or assistant principal, in the presence of a witness.
- B. A search of a student's handbag, gym bag, cellular telephone, personal electronic device or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.
- C. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Metal detectors, breathalyzers and/or drug sniffing dogs may be used to detect the presence of contraband, including weapons, drugs or alcohol, in furtherance of this policy and to the extent authorized by law.
- D. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct which places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness,

Students**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE**

and both the police officer conducting the search and the witness shall be of the same sex as the student searched.

- E. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.

2. Search of a Locker, Desk and Other Storage Area

- A. The Board of Education provides lockers, desks, gym baskets and other storage areas in which pupils may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.
- B. No pupil shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.
- C. Each pupil shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.
- D. No pupil shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).
- E. The use of lockers and other storage areas by pupils is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a pupil is not maintaining a storage area assigned to him/her in a sanitary

Students**ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE**

condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5145, Section 2(A).

- F. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.

3. Search of School Property Using Trained Detection Dogs

When necessary to protect the health and safety of students, employees or property, and for the purpose of detecting the presence of illegal substances or contraband, including alcohol and/or drugs, the Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with specially trained dogs.

The use of trained detection dogs is subject to the following:

- A. All school property such as lockers, classrooms, parking areas, student cars, and storage areas may be searched.
- B. The Superintendent or his/her designee shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
- C. Dogs shall not be used in rooms occupied by persons except as part of a program designed to inform students/parents of the capabilities of the dogs. Individual(s) shall not be subjected to a search by dogs.
- D. Parents and students shall be notified of the Board's policy concerning search and seizure and this regulation, which shall be publicized to students. Specific dates of planned searches need not be released.
- E. When conducting a search of an individual or his/her effects based upon a dog's signal, the Principal or his/her designee shall conform to the requirements of the Board's policy and regulation pertaining to searches of

Students

ADMINISTRATIVE REGULATION REGARDING SEARCH AND SEIZURE

a student, his/her effects and/or locker searches.

- F. The administration of the district shall have sole authority for determining internal disciplinary action in in regard to illegal substances or contraband on school property.
- G. Although detection dogs may be under the control of law enforcement agencies, the Superintendent or his/her designee shall have sole determination as to when a sweep of school property will be conducted.
- H. When detection dogs are employed within the school building, the school should follow standard protocol for emergency procedures prior to the dogs and their handlers entering the building.

Legal References:

Connecticut General Statutes:

Section 10-221, Boards of education to prescribe rules

Section 54-33n, Searches

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

Regulation approved: September 28, 1992

Regulation revised: 9/22/2005, 6/7/2007, 10/17/13
11/2/2016

**BETHEL PUBLIC SCHOOLS
BETHEL, CT**

STUDENTS

POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Bethel Board of Education (the “Board”) for the Bethel Public Schools that any form of sex discrimination or sexual harassment is prohibited in the Board’s education programs and activities, whether by students, Board employees, or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) not to discriminate in such a manner. Students, Board employees, and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees, and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of another Board policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the “Administrative Regulations”).

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 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 Board’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).

Reporting Sex Discrimination or Sexual Harassment

STUDENTS**POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Bethel Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents, and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

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

Dr. Kristen Brooks, Assistant Superintendent of Schools

1 School Street

Bethel, CT 06801

(203) 794-8613

brooksk@bethel.k12.ct.us

STUDENTS**POLICY REGARDING TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: 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).

Legal References: ~~—~~ Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Policy Adopted: 2/8/2001

Policy Revised: 6/21/2001, 10/16/03, 9/20/12, 12/17/20

STUDENTS

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

It is the policy of the Bethel Board of Education (the “Board”) for the Bethel 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. 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.

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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 District's Title IX Coordinator is Dr. Kristen Brooks, Assistant Superintendent. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Dr. Kristen Brooks, Assistant Superintendent**1 School Street****Bethel, CT 06801****(203)794-8613****brooksK@bethel.k12.ct.us**

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

STUDENTS

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

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**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 prejudgment 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.
- 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 his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment 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.
- **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.

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT****B. Reporting Sexual Harassment**

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 or designee will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant has filed 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 or designee will explain to the complainant the process for doing so.

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 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 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 or designee has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator or designee 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

STUDENTS

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

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 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 and a copy of this grievance process. The written notice must also include the following:

The identities of the parties involved in the incident, if known;

- The conduct allegedly constituting sexual harassment as defined above.
- The date and the location of the alleged incident,
- 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.
- 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
- A statement of any provision in the District's Student Discipline Policy or any other policy that prohibits knowingly making false statements of 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). ***[Note: A school district may choose to use a "clear and convincing evidence" standard instead. A clear and convincing evidence standard is a higher evidentiary burden than the preponderance of evidence standard. The clear and convincing evidence standard is understood to mean that a decision-maker must conclude that a fact is highly probable to be true, as opposed to a "more likely than not" under the preponderance of the evidence standard. The same standard of evidence for formal complaints must be used for both employees and students. Districts may wish to consult legal counsel regarding selection of an evidentiary standard.]*** 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.

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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 section.

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 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 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.

12. The decision-maker(s) will issue a written determination regarding responsibility. 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 the Prohibition of Sex Discrimination and Sexual Harassment (Students), the written

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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.

13. 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.

14. 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 Section V of this Regulation.

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-maker(s)' decision, or after receiving notification that the

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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.

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. Both parties will then have an opportunity to submit a written statement in support of, or challenging, the outcome. Such a written statement must be submitted ten (10) school days after receiving written notice of the appeal. 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). The decision-maker(s) for the appeal, in their discretion, will determine the appropriate procedure for the appeal. After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. If it is found that one of the basis 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 a complainant notifies the Title IX Coordinator in writing that 1) 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) therefor 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

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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 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 or designee 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. 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.

5. The District will maintain for a period of seven (7) years records of:

- 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
- Any appeal and the result therefrom;
- Any informal resolution and the result therefrom; and

STUDENTS

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

- 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 he or she has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Connecticut law), he/she or his/her parent/legal guardian should make a written complaint to the Title IX Coordinator or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and Administrative Regulations and made aware of his or her rights. 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.

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

2. The complaint should state the:
 - a. Name of the complainant;
 - b. Date of the complaint;
 - c. Date(s) of the alleged discrimination;
 - d. Name(s) of the discriminator;
 - e. Location where such discrimination occurred;
 - f. Names of any witness(es) to the discrimination;
 - g. Detailed statement of the circumstances constituting the alleged discrimination; and
 - h. 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 his/her 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 his/her 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:
 - 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;
 - provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

- consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;
- 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;
- consider whether alleged sex discrimination has created a hostile school environment, including consideration of the effects of off-campus conduct on the school;
- 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
- 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 his/her 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, he or she may file a written appeal within five (5) school days to the Title IX Coordinator, or, if he/she conducted the investigation, to the Superintendent of Schools, who 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

STUDENTS**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT**

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. 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 formal 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: 860-514-3400).

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

Regulation Approved: 2/8/2001

Regulation Revised: 6/21/2001, 10/16/03, 9/20/12, 12/17/20

Students

Sexual Abuse Prevention and Education Program

Definitions

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse - a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Program

The Bethel Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with P.A. 14-196, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than July 1, 2016. The program shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

Students

Sexual Abuse Prevention and Education Program

2. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Reporting Child Sexual Abuse and Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §[17a](#)-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Students

Sexual Abuse Prevention and Education Program

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5151.4.

(cf. [5131.911](#) - Bullying)

(cf. [5141.4](#) - Reporting of Suspected Child Abuse)

(cf. [5145.5](#) - Sexual Harassment)

Legal Reference: Connecticut General Statutes

[17a-101q](#) Statewide sexual abuse and assault awareness and prevention program (as amended by Section 415 of the June 2015 Special Session Public Act 15-5)

Instruction

Opening Exercises, School Observances, Ceremonies, and Recognition of National and Religious Holidays

Pledge of Allegiance

Each school shall provide an opening exercise during which students are able to recite the Pledge of Allegiance. If, because of some personal philosophy or belief, a student has made the personal decision not to recite the "Pledge," he/she may choose to remain seated and silent. Students may wish to use this time to reflect on their beliefs or remember loved ones. In any event, all students must be courteous and respectful of the beliefs of others.

Additionally, each school "... shall provide opportunity at the start of each school day to allow those students and teachers who wish to do so the opportunity to observe such time in silent meditation."

School Observances, Ceremonies, and National and Religious Holidays

In observance of legal, State and National and Religious holidays, recognition may be made as appropriate to the historical and cultural value of such holidays.

Such activities shall be conducted as appropriate to the occasion, with sensitivity and respect toward students whose personal cultural background may differ from that of the event being observed. Teachers shall be free to use music, literature, drama, poetry, art, and dance of any faith, based upon the artistic merit and/or performance suitability of the available material and the interests and capabilities of the teachers and students producing the events. Students and teachers shall have the right to refuse for reasons of conscience to participate in or attend any activity or program that includes any material which they may deem to be contrary to their personal beliefs.

(cf. 6141.2 - Recognition of Religious Beliefs/Customs)

(cf. 6146.01 - Graduation Exercises)

Legal Reference: Connecticut General Statutes

10-16 a Silent meditation.

Lee v. Weisman, 90-1014, U.S. Supreme Court, 60 V.S.L.W. 4723, June 24, 1992

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance.

Policy adopted:

December 7, 1992

BETHEL PUBLIC SCHOOLS

Revised:

5/11/00, 12/19/02, 5/10/07

Bethel, Connecticut

Instruction

Opening Exercises, School Observances, Ceremonies and Recognition of National and Religious Holidays

Separation of Church and State

Salute to the Flag and the Star Spangled Banner

Time shall be provided during the opening exercises for students to recite the Pledge of Allegiance. Permissive language rather than mandatory language shall be used to introduce the recitation of the Pledge, such as, “You may now stand to recite the Pledge, or, you are invited to participate in the recitation of the Pledge.”

If, because of some personal philosophy or belief, a student has made the personal decision not to salute the Flag or stand for the “Star Spangled Banner,” he/she may choose to remain seated and silent. All students must be courteous and respectful of the beliefs of others.

Jewish Holy Days

The Principal is responsible for making sure that teachers refrain from administering tests and quizzes when Rosh Hashanah, Yom Kippur and Passover occur on school days. If possible, major school functions should not be scheduled on evenings prior to Jewish holy days. Students of the Jewish faith will be excused without penalty to observe holy days.

Recognition of Religious Holidays

The recognition of holidays of different religions presents a natural opportunity for providing learning experiences to develop understanding, appreciation and respect for religious and cultural diversity.

1. The holidays to be recognized must be representative of the diverse religions of the world, not just Christianity and Judaism, and must be of historical and cultural significance to the religions they represent.
2. All religions must be treated with appropriate dignity, in a context based upon the premise that the time and resources devoted to the recognition of religious holidays be a very small part of that devoted to the total educational program.
3. Recognition of religious holidays are to be a secular education experience directed to enhancing tolerance of and respect for religious diversity and must be developmentally appropriate, accurate in content, and objective in presentation.

Instruction

Opening Exercises, School Observances, Ceremonies and Recognition of National and Religious Holidays

Separation of Church and State

4. All programs and materials used for recognizing religious holidays must support curriculum objectives.
5. All programs and materials used must neither promote nor inhibit any ethnic, religious, or racial views.
6. All programs and materials used for recognizing religious holidays must be sensitive to the needs of the various backgrounds of the students.
7. Decorations that are a part of the custom and folklore of a religious holiday, that have no direct religious meaning or bearing (e.g., menorah, Christmas tree) may be displayed. Christmas trees must be secularly decorated and may be displayed. However, if a display conveys a secular recognition of different traditions for celebrating the winter season, it may be appropriate (i.e., a crèche alone is unconstitutional, but a multi-traditional display combining a crèche, tree, menorah, etc., with information about items displayed, without promoting them, may be constitutional). In short, the displays must demonstrate an educational purpose.
8. Performances in the arts that recognize religious holidays must serve artistic, not religious purposes or functions. The design and total effect of a performance must adhere to this purpose. The goals and themes of the performance should be explained prior to the performance, so that audience members understand the educational foundation of the performance.
9. Musical concerts may include sacred music and traditional music commemorating a religious holiday provided they are balanced with selections that reflect the customs and folklore as well as festive and seasonal characteristics associated with the holiday. Religious music must not predominate although this may not be possible where major works are programmed at the high school.
10. The principal shall provide a process for students to be excused from this instruction if their parents request such action in writing. Students of an age of majority may excuse themselves. A student who is excused should be given reasonable alternative accommodations and materials to work on that are of an educational benefit.

Instruction

Opening Exercises, School Observances, Ceremonies and Recognition of National and Religious Holidays

Separation of Church and State

Federally Required Guidelines

Students have the following rights pursuant to federal law:

- To engage in private, non-disruptive activity such as prayer or bible reading while at school;
- To participate in before or after school events that have a religious content;
- To study about religion when appropriate to the curriculum;
- To produce written expressions of religious beliefs in homework, art work, and other assignments;
- To distribute religious material in a non-disruptive manner, subject to reasonable restrictions as to time, place, and manner;
- To be excused for religious reasons from participation in school programs or activities;
- To be granted release time to attend religious events;
- To wear clothing that includes a non-disruptive religious theme or message;
- To be given access to school media to announce religious events in the same manner as other organizations;
- To be granted access to school facilities for religious activities in the same manner as other organizations.

Regulation approved: 12/19/02
Regulation Revised: 4/1/04, 5/10/07

Bethel Public Schools
Bethel, CT

Instruction

Recognition of Religious Beliefs/Customs

Separation of Church and State

Since religious institutions and diverse beliefs have been a force in shaping human experience, awareness of these significant forces is part of a complete education. It is essential that the teaching about religion be conducted in a factual, objective and respectful manner.

Therefore, the practice of the schools will be to:

1. Emphasize that religious themes in the arts, literature, and history, both in curriculum and school activities, be only as extensive as necessary for a balanced and comprehensive study of these areas. The curriculum should address a diversity of religions, using materials reflecting secular educational values. Studies should never foster any particular religious tenets or demean any religious or non-religious beliefs;
2. Recognize the age and developmental differences of students and accommodate these variances in instructional approach;
3. Ensure that the expenditure of school time, money, and materials for this area of the curriculum be kept to a minimum;
4. Provide training for teachers in both the substantive content to be taught and in methods of teaching to ensure the transmission of accurate information, a sensitive approach, and consistency throughout the district;
5. Ensure that teachers preview with the principal any material presented in their classroom for compliance with these guidelines;
6. Ensure that the principal provides a process for students to be excused from this instruction if a parent requests this action in writing. Students of appropriate maturity should be able to excuse themselves. A student who is excused should be given reasonable alternative accommodations and materials to work on that are of educational benefit.
7. Provide direction to teachers in dealing with exclusions and absences for religious reasons.
8. Provide an instructional atmosphere, which would not require students to reveal their personal beliefs, but which would allow them to express those beliefs of their own volition.

(cf. 6144.1 - Exemption from Instruction)

(cf. 6115 - Ceremonies and Observances)

Regulation approved: December 7, 1992

Regulation Revised: 1/23/03, 5/10/07

BETHEL PUBLIC SCHOOLS

Bethel, CT

Instruction

Limited English Proficiency Programs

The Board of Education recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the District's educational programs the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. The Superintendent or his/her designee is directed to develop and implement procedures which:

- Appropriately identify and evaluate students with limited English proficiency (LEP)*
- Determine the appropriate instructional environment for LEP students
- Monitor progress of students receiving LEP services, or bilingual instruction in order to determine their readiness for the mainstream classroom environment.

*Limited English proficient students (LEP) are those whose native/home language is a language other than English and whose English language skills of listening, speaking, reading, and writing are not developed to a level at which they can achieve challenging performance standards in a regular classroom.

(cf 6141.31 – Bilingual-Bicultural Education)

(cf 6146.2 – Statewide Proficiency/Mastery)

Examinations Legal Reference: Connecticut General

Statutes

10-17 English language to be medium of instruction.

Exception. 10-17a Establishment of bilingual and bicultural program.

10-17d Application for and receipt of federal funds.

10-17e Definitions

0-17F Required bilingual education. (as amended by PA98-168 & PA01-205)

Instruction

Limited English Proficiency Programs

10-17g Application for grant. Annual evaluation report

10-76e Definitions

10-146f Waiver of certification requirements for bilingual teachers

P.A. 99-211 An Act Improving bilingual Education

State Board of Education Regulations

10-17h-1 to 10-17h-15 Programs of bilingual education

Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the
Education Amendments of 1974

Bilingual Education Act

Instruction

Migrant Students

The Superintendent will develop and implement programs to address the needs of all children, including migrant children in the District.

This program is consistent with all programs for any child being educated in the Bethel Public schools, which includes migrant students:

1. Identify students and assess their educational and related health and social needs.
2. Provide a full range of services to students including applicable Title I programs, special education, English as a second language support, vocational education, language programs, counseling programs and elective classes.
3. Provide children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to children and their families.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent(s)/Guardian(s) Involvement

As is consistent with practice for all students within the Bethel Public Schools, parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the education program which supports their child's needs. Parent(s)/guardian(s) of students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

A. A “**migratory child**” means a child who:

- (1) is a migratory agricultural worker or a migratory fisher; or
- (2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher –
 - (i) Has moved from one school district to another;
 - (ii) As the child of a migratory fisher, resides in a school district or more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

B. Move or Moved means a change from one residence to another residence that occurs due to economic necessity.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

Instruction

Migrant Students

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference:

No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq.,
[34 C.F.R. §200.40 - 200.45](#).

Federal Register – July 29, 2008 – Final Rule

34 C.F.R. Part 2000

Policy adopted: 10/20/2016

Instruction

Student Responsible Use Policy for Use of District Technology Resources

Policy Statement

Bethel Public Schools (the “District”) is pleased to offer students access to District computers and instructional technologies, communications and data management systems, informational technologies and the Internet, and an array of other technology resources to promote educational excellence and innovation. While using District and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, or using District technology resources via off-campus remote access, each student must act in an appropriate, ethical manner consistent with school, District, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities, to establish expectations, and to monitor student behavior when using technology.

Access to District technology resources is provided to students who act in appropriate and responsible ways. Prior to being allowed access to the Internet at school or through technology resources provided through the District, students and their parents must sign the District’s Responsible Use Agreement acknowledging their responsibilities. Students must comply with all District regulations and protocols outlined in this policy and the Bethel Blended Learning Family School Partnership Guidelines and Agreement to be permitted the use, and maintain use, of District technology resources.

The District’s technology resources are provided to students to conduct research, access curriculum resources, enhance parent and student involvement in the educational process, complete assignments, and communicate effectively. The District grants access to its District technology resources as a privilege for students who conform to behavioral expectations with respect to use of technological resources. Just as students are responsible for making good behavior decisions in a classroom or on school grounds, they are responsible for making good decisions and being a good digital citizen when using District technology resources or personal technology in a manner that impacts the school environment. Inappropriate use compromises the instructional goals of the District, jeopardizes the safety and security of students, exposes the District to risks including virus attacks, and endangers network systems and services.

If a student violates any of these rules, his/her use of the District’s technology resources may be terminated and future access may be denied. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. Formal disciplinary action may also result. If possible criminal activity is discovered, the proper law enforcement authorities may be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion.

Definitions

Instruction

Student Responsible Use Policy for Use of District Technology Resources

District Technology Resources:

For the purposes of the District's BYOT policy, "District Technology Resources" refers to District's computers, District issued user accounts, District issued personal data devices (including Smartphones, tablets, and other mobile or handheld devices) and instructional technologies; communications and data management systems; informational technologies and the Internet; and a variety of other technology resources in order to promote educational excellence.

Personal Technology:

For the purposes of the District's BYOT policy, "personal technology" refers to privately owned 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. These devices may include, but are not limited to, personal laptops, handheld and wearable Smart technologies, e-readers, network access devices, and other electronic signaling devices.

Applicable Standards for Use of District Technology Resources

In addition to the general principles set forth in this Student Responsible Use Policy and the Bethel Blended Learning Family School Partnership Guidelines and Agreement, the use of District technology resources may be affected by a number of other legal and ethical principles. While it is not possible to list all potentially applicable laws, regulations, and local standards, the following are provided:

1. The District technology resources shall only be used to access educational information and to promote learning activities both at school and home, including the facilitation of communications between the home and school.
2. All equipment (technology hardware, software and peripherals) is the property of the District and loaned to the users. The students will use equipment as directed by teachers, practice responsible care and report any malfunctions as outlined in the Bethel Blended Learning Family School Partnership Guidelines and Agreement.
3. Students shall not load personal software or programs on District computers, nor shall they download programs or programs (including browser extensions) from the Internet without the approval of their instructor and in accordance with the District student data privacy guidelines for approved digital resources.

Instruction

Student Responsible Use Policy for Use of District Technology Resources

4. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of District technology hardware, software, operating systems, or communication and data management systems will be considered vandalism and will be subject to school discipline and/or appropriate criminal or civil action.

5. Not all access to the Internet can be supervised. Students agree not to send, access, submit, publish, display, or print over the Internet or the District network, or using the District technology resources, any infringing, defamatory, abusive, obscene, profane, sexually-oriented, threatening, offensive, or illegal material. The use of District technology resources in a manner intended to injure or humiliate others by disclosure of personal information (whether true or false), by personal attacks on others, by disparaging statements, expressed toward any person, or by disparagement of any person's or group's race, color, religion, national origin, gender, sexual orientation, or disability are strictly prohibited. Cyberbullying, as defined in Board policy 5131.913, is also specifically prohibited. It shall be the student's responsibility to immediately report any inappropriate use to the student's teacher or another staff member.

6. Although the District uses software filters to block known inappropriate websites and prohibit access to harmful materials from any device on the District's network, the District does not filter personally-owned devices outside of the District network. Safety management systems employed by the District do however block access to known harmful materials accessed from student-issued District devices, or when using District provided accounts outside of the District network. Even in the best of circumstances, filtering technology is not perfect and therefore may, in effect, both interfere with legitimate educational purposes and allow some objectionable material to be viewed.

7. The use of the District technology resources is not private. Students should not expect that files stored on or transmitted via the District's resources will be confidential. All digital transmissions are subject to monitoring by District employees and other officials. Digital storage is the District's property, and as such, network administrators and their designees may review files and communications to maintain system integrity, ensure the safety and security of students, and verify that students are using technology responsibly.

8. The District denies any responsibility for the accuracy of information obtained from the Internet or online resources.

9. The District makes no warranties of any kind, expressed or implied, for the technology resources it provides to students.

Instruction

Student Responsible Use Policy for Use of District Technology Resources

10. Copyright , trademark, service mark, patent, trade secret and other intellectual property or proprietary rights laws must be adhered to at all times. All materials from the Internet and other digital resources, including graphics and videos, which are used in student projects or reports, must be appropriately referenced and properly cited to avoid plagiarism. Materials containing or using intellectual property or proprietary rights owned by third parties, including without limitation, copyrighted materials, trademarks, service marks, patents or trade secrets, may not be placed on the Internet without the permission of the owner of the applicable intellectual rights.

11. Students shall not post or transmit their own or other's personal information such as home addresses, telephone numbers, or other personal identifying information. Last names and photos shall never be posted without the permission of all identifiable persons and/or without written permission from the owner of the copyright in the photo for such use.

12. The use of District technology resources involves the use of a password, network access code, or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole use and purpose. Such passwords and codes shall not be disclosed by student to others, except to designated school personnel for the purpose of including this information in a data management system for parent access to facilitate communication between home and school. Students are specifically prohibited from gaining or seeking to gain unauthorized access to District technology resources, from using another person's password under any circumstances, and from trespassing in or tampering with any other person's folders, work or files. In addition to security precautions applied by the District, unattended computers should be locked by the user.

13. Students shall not use District technology resources to conduct business activities or use District technology resources for any personal purpose, or in a manner that interferes with the District's educational programs. Students shall not use District technology resources for advertising, promotional or commercial purposes or similar objectives, including the purchase of any items or services.

14. Students may bring personal technology, including computers, handheld and other mobile technologies, to school provided that such technology either augments or does not adversely impact instruction. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. Access to the Internet or other District technology resources from personal technology is limited to wireless access points on the school campuses or other access devices away from school. Access to the

Instruction

Student Responsible Use Policy for Use of District Technology Resources

Internet or other District technology resources from personal technology is not available via hardwired connections.

Network Access by Students Using Personal Technology

Students accessing the District's wireless network must abide by the protocols outlined in the District's "Bring Your Own Technology (BYOT)" policy and the following administrative regulations:

- Students are fully responsible for all of the personal technology they bring to school.
- Students and parents should be aware that the District is not liable for any student's personal technology that is lost, stolen, or damaged.
- No personal technology can be used during any assessments or tests, unless otherwise directed by the teacher.
- Personal technology devices must be in silent mode when not in use, and put away when directed by a teacher or other school staff member. Students must adhere to all building level policies regarding personal technology devices, particularly the use and storage of cell phones and other handheld or wearable Smart technologies during instructional times.
- Students will access the District's wireless network using their school account log- ins and passwords. Students are advised that the District's network administrators have the capability to identify users and to monitor all BYOT devices while they are logged on to the network. As part of the monitoring and reviewing process, the District will retain the capacity to bypass any individual password of a student or other user. *The District technology security aspects, such as personal passwords and the message delete function for email, can be bypassed for these purposes.* The District's ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to the following: oversight of cloud computing and file storage systems, oversight of Internet site access, the right to review emails sent and received, the right to track students' access to video and photo sharing services, blogs, electronic bulletin boards and chat rooms, and the right to review a student's document downloading and printing.

Instruction

Student Responsible Use Policy for Use of District Technology Resources

- In order to maintain system security, the level and extent of access to District technology resources must be limited when using personal technology devices, while District-owned and managed devices will have broader access to technology resources. Personal technology devices may possibly be limited to access to the Internet only, and the speed of access may also be limited for personal devices. Levels of access to District resources from personal technology are subject to adjustments and changes at any time.
- Students are not permitted to transmit or post photographic images or videos on public and/or social-networking sites which they have taken of any person on school grounds. Disciplinary action may also be taken against those who use telecommunication devices to cause mental or physical distress to other members of the school community.
- Personal technology devices must be charged prior to bringing them to school and must operate using their own batteries while at school.
- To ensure appropriate network filtering, students will only use the BYOT wireless connection in school and will not attempt to bypass the network restrictions by using -cellular data access networks.
- Students will be held accountable for knowingly infecting the District's technology resources with a virus, malware, or any program designed to damage, alter, destroy, or provide access to unauthorized data or information. These actions are a violation of the Student Responsible Use Policy and will result in disciplinary consequences and criminal prosecution, if applicable. The District has the right to collect and examine any personal technology device that is suspected of causing problems or is the source of an attack or virus infection.
- Students may only access electronic files or Internet sites which are approved for use by the district, relevant to the classroom curriculum, and/or suggested by a teacher or other staff member for educational purposes. Students are prohibited from processing or accessing information related to "hacking," altering, or bypassing network security policies, and they will be subject to disciplinary consequences and criminal prosecution, if applicable.
- Students should be aware that printing from personal technology devices will not be possible at school.

Instruction

Student Responsible Use Policy for Use of District Technology Resources

- Students should not physically share their personal technology devices with other students.
- A student's personal technology device may be searched by District personnel if there are "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."

Consequences for Violating the Student Responsible Use Policy

Misuse of District and personal technology resources on school property, in school vehicles and buses, at school-sponsored activities, and District technology resources on or off campus may result in disciplinary action up to and including suspension, expulsion, or appropriate criminal or civil action. Disciplinary action may also be taken against those who use telecommunication devices to cause mental or physical distress to other members of the school community. A violation may also result in a prohibition on the use and/or possession of personal technology on school property. This policy shall be used in conjunction with Bethel Board of Education policies and other local, state and federal laws and regulations.

Students, parents, and guardians should recognize that the nature of the use of District technology resources extends outside of the school itself and into off-campus remote locations such as homes. The District's jurisdiction to enforce student behavior and discipline policies and rules shall apply whether the misuse or violation is at school or away from school as long as the District's technology resources are being used in an inappropriate manner.

Legal Reference: Connecticut General Statutes
53a-182b. Harassment in the first degree: Class D felony. (as amended by PA95-143)
20 U.S.C. Section 6777, No Child Left Behind Act
20 U.S.C. 254 Children's Internet Protection Act of 2000
47 U.S.C. Children's Online Protection Act of 1998

Policy Approved: June 7, 1999
Policy Revised: 3/9/2004, 5/22/06, 5/10/07
6/28/11, 5/6/14, 5/19/2020

BETHEL PUBLIC SCHOOLS
Bethel, CT

Instruction**Student Responsible Use Policy for Use of
District Technology Resources****Limitation of Liability**

The District shall not be responsible for any damages suffered by the student, including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the Internet or communications technologies is at the student's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. The District assumes no liability for personal technology, including computers, handheld and wearable Smart Technologies, network access devices, or other electronic signaling devices if such devices are damaged, lost, or stolen. The student and his/her parent/guardian shall indemnify and hold The District harmless from any losses sustained as the result of misuse of the District's technology resources by the student, and/or the loss or damage of personal technology.

Agreement

I/We have read, understand, and will abide by the District's Student Responsible Use Policy, as described above. As a parent or guardian, I hereby consent to my child's or ward's use of the District's technology resources. I/We also agree to hold the District harmless for any damages suffered by my child/ward, including those arising from unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people arising from or connected to the use of the District technology resources.

Student User Name (Please Print): _____

Student User Signature: _____ **Date:** _____

Parent/Guardian Name (Please Print) _____

Parent/Guardian Signature: _____ **Date:** _____

(Parent/Guardian must sign if student user is under 18 years old.)

Please return this page of the Responsible Use Policy within one week.

If you have questions, please direct them to your school administrator. Thank you!

Instruction

Bring Your Own Technology

Policy Statement

It is the policy of the Bethel Board of Education to permit access by students and employees using either privately-owned electronic devices, or District-owned devices such as District computers, District issued personal data devices (including Smartphones, tablets, or other mobile or handheld devices) to instructional technologies; communications and data management systems; informational technologies and the Internet; and a variety of other technology resources (collectively the “District technology resources”) in order to promote educational excellence. While the District intends to permit such broad access, the District’s technology resources have not been established as a public access service or as a public forum. Additionally, it is the expectation of the Board of Education that students and employees who access these resources while using personal electronic devices will act at all times in responsible and ethical ways which are fully in accord with the District’s Responsible Use Policies (6141.321, 4118.5, or 4118.5) and with all local, state, and federal laws.

Through the publication and dissemination of this policy statement, as well as other instructional means, the District educates students and employees about the District’s expectations for technology users outlined in its Responsible Use Policies and the Bethel Blended Learning Family School Partnership Guidelines and Agreement. The District will also provide professional development to employees regarding their responsibilities and duties while using personal electronic devices to access District technology resources. Other members of the school community will be informed as appropriate.

The District will work together with the parents or guardians of Bethel students to educate students about the District’s expectation that all students will act responsibly and ethically when accessing and using District technology resources, including times when access is achieved through the use of personal technology. With students able to access the District’s technology resources not only from District computers, but also from privately-owned electronic devices, it is important for each student to have the opportunity to learn about his/her rights, responsibilities, and duties when using personal electronic devices to access District technology resources. Through the dissemination of the Student Handbook, which includes the Bethel Blended Learning Family School Partnership Guidelines and Agreement, the explanation and signing of the Responsible Use Policy (6141.321) and its regulations and protocols, and through presentations by teachers and/or administrators at the beginning of each school year, the District will inform students of the applicable expectations regarding access to the District’s technology resources when using personal electronic devices on or near school property, at home, in school vehicles and busses, or at school-sponsored activities.

Instruction

Bring Your Own Technology

The District's technology resources shall only be used to access educational information and to promote learning activities both at home and at school. The District considers access to its technology resources to be a privilege and not a right. Employees and students are expected to make responsible and ethical decisions at all times when using the District's technology resources. Failure to do so will result in the consequences fully outlined in the Responsible Use Policy for Students (6141.321), in the Responsible Use Policy for Employees (4118.5 and 4218.5), and in other related technology policies.

Definitions

District Technology Resources:

For the purposes of the District's BYOT policy, "District Technology Resources" refers to District's computers, District issued personal data devices (including Smartphones, tablets, or other mobile or handheld devices) and instructional technologies; communications and data management systems; informational technologies and the Internet; and a variety of other technology resources in order to promote educational excellence.

Employee:

For the purposes of the District's BYOT policy, the term "employee" shall be deemed to include contractors, volunteers, Board of Education members, third parties and other non-student members of the school community.

Personal Technology:

For the purposes of the District's BYOT policy, "personal technology" refers to privately owned wireless and/or portable electronic handheld or wearable equipment that can be used for word processing, wireless Internet access, image capture and recording, sound recording, information transmitting and/or receiving, storing, etc. These devices may include, but are not limited to, personal laptops, handheld and wearable Smart technologies, e-readers, network access devices, and other electronic signaling devices.

Personal Technology Security

Responsibility for keeping personal technology secure rests with the individual owner. If personal technology is stolen, lost, or damaged, it will be handled through the administrative office similar to how other stolen, lost, or damaged personal artifacts are handled. Employees, students, and parents should be aware that the District is not liable for any personal technology

Instruction

Bring Your Own Technology

that is stolen, lost, or damaged. Students should not share their personal technology with other students at any time.

District Technology Resources/Damages

Virtual or physical vandalism shall not be tolerated. Any intentional act by a user of the District's technology resources that damages, or interferes with the performance of District hardware, software, operating systems, or communication and data management systems will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

Protocols for Using Personal Technology

Students and employees must abide by all specific protocols outlined in this BYOT policy and all policy and applicable regulations outlined in the Responsible Use Policy for Student Use of Technology Resources (6141.321), in the Responsible Use Policy for Employee Use of Technology Resources (4118.5 and 4218.5), and in the Policies and the Bethel Blended Learning Family School Partnership Guidelines and Agreement. Students and employees will be given specific information for log-on and access procedures using school accounts. No user may deviate from these log-on/access procedures. Students and employees are advised that the District's network administrators have the capability to identify users and to monitor all BYOT devices while they are logged on to the network. Users must understand that the District has reserved the right to conduct monitoring of District technology resources and can do so despite the assignment to individual users of passwords for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, users must be aware that they should not have any expectation of personal privacy in the use of personal technology to access District technology resources. This provision applies to any and all uses of the District's technology resources and District or personal electronic devices that access the same.

Be advised, in order to maintain system security, the level and extent of access to District technology resources must be limited when using personal technology devices, while District-owned and managed devices will have broader access to technology resources. Personal technology devices may possibly be limited to access to the Internet only, and the speed of access may also be limited for personal devices. Levels of access to District resources from personal technology are subject to adjustments and changes at any time.

Instruction

Bring Your Own Technology

Disciplinary Action

Misuse of the District's technology resources and/or the use of personal technology to access or utilize the District's technology resources in an inappropriate manner will not be tolerated and will result in disciplinary action.

For employees, such misuse may result in disciplinary action up to and including termination of employment. As no two situations are identical, the Board reserves the right to determine the appropriate discipline for any particular set of circumstances.

For students, misuse may result in loss of access privileges, a prohibition on the use and/or possession of personal technology on school property, and/or suspension or expulsion in accordance with the Board's policies related to student discipline.

For other members of the school community, misuse may result in loss of access privileges, a prohibition on the use and/or possession of personal technology on school property, referral to the local police, or other appropriate consequences as befit the specific situation.

(cf. 4118.5/4218.5 Employees Responsible Use Policy for Use of District Technology Resources)

(cf. 6141.321 Student Responsible Use Policy for Use of District Technology Resources)

(cf. 5131.81 Use of Electronic Devices)

(cf. 4118.51 Staff Use of Social Networking)

(cf. 5131.911 Bullying Behavior in Schools)

(cf. 5131.913 Cyberbullying and the Use of Technology to Harm Others)

(cf. 5145.5 Sexual and Other Unlawful Harassment) (Students)

(cf. 4118.112 Sexual and Other Unlawful Harassment) (Staff)

(cf. 5131.82 Sexting)

Legal References:

Conn. Gen. Stat. § 31-48d

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

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted: June 28, 2011

Revised: 5/19/2020

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Instruction

Health Education Program

The Bethel Board of Education recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students are not healthy and fit physically, mentally, and socially. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury, and disease, and to help students learn to take responsibility for their own health and to adopt health-enhancing attitudes and behaviors, the District shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The input of students will be encouraged. Development of the District's program will be guided by the following goals:

1. Each District school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character;
2. All students shall be taught the essential knowledge and skills they need to become health literate - that is, to make health-enhancing choices and avoid behaviors that can damage their health and well-being;
3. Each District school shall be organized to reinforce students' adoption of health-enhancing behaviors and staff shall be encouraged to model healthy lifestyles; and
4. School leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that in all District schools, full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. All Bethel's schools have 25 to 30-minute lunches.

In addition, all students enrolled in Bethel's elementary schools have included in the regular school day time devoted to physical activity. Bethel's three elementary schools (grades kindergarten through grade five) have recess time of not less than twenty minutes daily. However, this requirement for recess/physical activity may be altered only by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law.

School employees shall refrain from withholding a student's participation in activities devoted to physical exercise in the regular school day as a form of discipline or punishment, and shall refrain from canceling it for instructional or homework makeup time. In addition, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.

It is the intent of the Board that Bethel schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages sold or served in District schools shall include nutritious food choices as defined by the *Healthy, Hungry-Free Kids Act (2010)*. Food and beverages sold or served in District schools shall include nutritious, low-fat foods and drinks, which may include, but shall not be

Instruction

Health Education Program

limited to, low-fat dairy products, natural fruit juices, fresh or dried fruit at all times when food or drink is available for purchase by students during the school day.

The Superintendent will develop administrative regulations as needed for the implementation of this policy, including a process for the regular review and evaluation of the District's program.

(cf. 3542 – Food Service)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6141.61 – Physical Activity)

(cf. 6142.101 – Wellness)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts, and the feeding programs for public school children and employees.

10-215a Nonpublic school participation in feeding program.

10-215b Duties of state board of education re-feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation

10-221o Lunch periods. Recess (as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)

Policy adopted: October 17, 2013

Revised: September 16, 2021

Instruction

Student Wellness and Nutrition

The Bethel Board of Education recognizes that according to the CDC, childhood obesity is a serious problem in Connecticut and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of obesity, and some cancers, diabetes, and other chronic diseases.

In order to respond appropriately and efficiently to these serious nutrition and health issues, the Bethel Public Schools has established an ongoing District Climate and Wellness Committee that will meet at least twice a year. The district will place a notice in the district's newsletter inviting members of the community to join the wellness committee. Parents, students, community members, food service staff, PE teachers, school health professionals, school board members, school administrators, and teachers will be invited to join and be included in the development, implementation, periodic review, and update of the wellness policy including the following:

- A. Health promotion for all staff members, including education and health assessments, for the purpose of encouraging staff commitment as positive role models. School staff members shall be encouraged to model healthy eating and physical activity behaviors. Staff members are encouraged to join exercise programs, such as the district walking challenge, and utilize school physical activity equipment and facilities before or after school to support employee wellness;
- B. K-12 health education that is carefully planned, sequential, and addresses the physical, mental, emotional, and social dimensions of health;
- C. School health services which focus on prevention and early intervention, the management of acute and chronic health conditions, and referrals to community health services, if needed;
- D. Counseling, psychological, and social services which include school-based interventions as well as referral services to private and public mental health services in the community;
- E. Nutrition services (school cafeteria) responsible for providing nutritious and appealing meals and snacks for students and staff, maintaining an environment that promotes healthy food choices, and supporting nutrition instruction in the classroom and cafeteria;
- F. Physical education in a planned, sequential, K-12 curriculum promoting physical fitness, movement skills, sports skills, and lifelong physical activity;
- G. Family and community involvement through educational programming in order to support the health and well-being of children;

Instruction

Student Wellness and Nutrition

- H. The Superintendent or his/her designee shall act as a district school liaison to guide the improvement of adverse circumstances and behaviors that may impede student well-being and learning.

Children who eat well-balanced meals and are healthy are more likely to be successful learners in the classroom. The Bethel Board of Education supports increased emphasis on nutrition as well as physical activity, at all grade levels to enhance the well-being of our District's youth.

Therefore, it is the intention of the Bethel Board of Education to:

- A. Provide students and staff with access to nutritious food at meals and snacks served on school grounds;
- B. Provide opportunities for recess in grades K through 5, regular physical activity through physical education and developmentally appropriate exercise for grades K through 12; and
- C. Provide accurate and timely information through the developmental guidance program and the health curriculum about what constitutes a healthy, balanced lifestyle.

The Superintendent or his/her designee shall develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program. To implement the program, the Superintendent or designee shall adopt and implement a comprehensive curriculum on health, fitness, and nutrition consistent with the Connecticut Frameworks and the USDA National School Lunch and School Breakfast Program requirements. The curriculum will provide opportunities for developmentally appropriate instruction for grades PreK through 12. The input of staff, students, parents, and public health professionals in the development of the curriculum will be included in any revision.

Nutrition, health, and fitness topics shall be integrated within the sequential, comprehensive health education curriculum taught at every grade level, kindergarten through grade 12, and coordinated with the District's nutrition, physical education, developmental guidance, and food services programs.

Evaluation procedures will utilize classroom-based assessments and other measures of progress including student fitness profile testing (grades 6 through 9) and the use of the *School Health Index* at all grade levels. Schools will also be assessed on their progress toward the goals set in their School Improvement Plans.

Nutrition Standards

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school

Instruction

Student Wellness and Nutrition

children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. All meals served through the District's food service program shall comply with the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. All schools within the District are committed to offering school lunch through the USDA NSLP and school breakfast through the USDA SBP, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Provide a cashless payment system using a card scan or pin pad at the POS registers to protect the privacy of students eligible for free or reduced-price meals;
- Are appealing and attractive to children including student input through surveys and taste testings of new healthy foods;
- Provide taste tests of locally grown produce when available;
- Allow for 20 minutes to eat lunch after obtaining food;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Are served by food and nutrition staff members who are trained in accordance with the USDA Professional Standards for Child Nutrition Professionals. All school nutrition program directors, managers, and staff will meet hiring and annual continuing education/training requirements of these standards and refer to USDA's Professional Standards for School Nutrition Professionals website to search for training that meets their learning needs.

Monthly Menus will be posted on the District's website. The District child nutrition program will accommodate students with special dietary needs. Additionally, participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school. Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced-price meals. Applications for free/reduced-priced meals are available on the district website, are included in the district newsletter, and are available at each school and the district central office.

Water

To promote hydration, free, safe, unflavored potable drinking water will be available to all students throughout the school day and throughout every school building ("school day" is defined in the glossary). The District will make free drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry water bottles filled with only water with them throughout the day.

Instruction

Student Wellness and Nutrition

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating and are in compliance with all federal and state nutrition standards for all foods served in schools. It is the policy of the School District that all foods and beverages sold to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) on any property under the jurisdiction of the district will meet the U.S Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards. USDA Smart Snacks standards for beverages sold in elementary and middle schools shall also be applied in the high school.

The nutrients addressed in the Connecticut Nutrition Standards are based on current nutrition science and national health recommendations from the [Dietary Guidelines for Americans](#) and national organizations, such as the National Academy of Sciences Institute of Medicine, American Cancer Society, American Heart Association, Academy of Nutrition and Dietetics, American Academy of Pediatrics. The Connecticut Nutrition Standards are reviewed annually by the CSDE state nutrition standards committee and are updated as needed to reflect changes in nutrition science and national health recommendations. They are published in January of each year to be effective for the following school year (July 1 through June 30).

The Connecticut Nutrition Standards focus on:

- Limiting fat, saturated fat, trans fat, sodium, and sugars;
- Moderating portion sizes; and
- Promoting increased intake of nutrient-dense foods such as whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts, and seeds.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet Smart Snacks standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Fundraising

All food items served or offered (for sale) to students during the school day (from midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines. There will be no exemptions from the Smart Snacks standards. Fundraisers must also comply with Connecticut's competitive food regulations (sections 10-215b-1 and 10-215b-23 of Regulations of CT State Agencies). Non-food and beverage fundraising is strongly encouraged.

Instruction

Student Wellness and Nutrition

Rewards

Food/Beverages will not be used as a reward or withheld as punishment for any reason such as performance or behavior. Whenever feasible, physical activities such as extra recess, dance breaks, or similar activities are strongly recommended as a reward. Physical activity, recess, or PE may not be assigned to or withheld from students as a consequence of poor behavior or as a punishment for any reason. Classroom celebrations should be focused on activities rather than food due to concerns about food safety and food allergies.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. The healthiest choices, such as fruits and vegetables, will be prominently displayed in the cafeterias to encourage students to make healthy choices. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. Allowable school-based marketing shall be consistent with Smart Snacks nutrition standards. Advertising of any food or beverage that may not be sold on campus during the school day including on containers used to serve food or in the area where food is purchased is prohibited. The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property. All advertisements for foods or beverages in any school publication or media outlet must be approved by the school principal.

Information regarding applications for free or reduced-price meals is available on the district website, in the district newsletter, at any school, or at the district office.

Nutrition Education

The District aims to teach, model, encourage and support healthy eating by students. Schools will provide standards-based nutrition education at every grade level (K-12) and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;

Instruction

Student Wellness and Nutrition

- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

The district will provide standards-based nutrition education that is sequential and comprehensive in scope.

Physical Activity and Physical Education Standards

The physical education comprehensive, standards-based curriculum for grades K-12 will be aligned with established state physical education standards and will follow a periodic review cycle congruent to other academic subjects. All schools will provide physical education that fosters lifelong habits of physical activity. All students in the elementary schools will have regularly scheduled physical education periods that provide standards-based instruction in physical fitness, movement skills, and sports skills. All students in the middle school will have an average of 100 minutes of physical education per week that provide the same developmentally appropriate standards-based instruction. All high school students are required to complete one and a half credits of physical education through a variety of class offerings which meet physical education curriculum standards.

Physical Education for grades K-12 will be taught by a certified/licensed teacher with a Physical Education endorsement. All Physical Education teachers will be provided with annual professional development opportunities that are focused on physical education/physical activity topics and competencies geared towards physical education teachers.

In addition to required physical education, students at the K-5 level have a recess of at least 20-minutes. Teachers are encouraged to provide students with physical activity breaks during the school day, as appropriate.

Schools will not allow students to be exempt from or make substitutions for required physical education class time or credit requirements. Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

The District shall also provide co-curricular physical activity programs, including intramural and interscholastic athletic programs, during before and after school hours, as appropriate, within available resources. The District shall also promote the use of school facilities for physical activity programs offered by District schools and/or community-based organizations, such as the Town's Parks and Recreation department, outside of regular school hours. Families and community members are encouraged to participate in these physical activity opportunities and utilize these facilities regularly.

Instruction

Student Wellness and Nutrition

Monitoring

The Superintendent or designee shall ensure compliance with established district-wide nutrition and physical activity policies. In each school, the Principal or designee shall ensure compliance.

At a minimum annually, the District will promote the wellness policy to faculty, staff, parents, and students by directing them to its availability on the District's website. The District Wellness Committee, in collaboration with individual schools, will conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellSAT-I). The District will compile and then publish the triennial progress report on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and the progress made in achieving goals. Every two to three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.

(cf. 3542.1 – Food Service)

(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study.
10-215 Lunches, breakfasts and the feeding programs for public school children and employees.

10-221 Boards of education to prescribe rules, policies and procedures.

10215a Nonpublic school participation in feeding program.

10215b Duties of state board of education re: feeding programs.

10216 Payment of expenses.

10-215b-1 State board of education regulation – Competitive foods

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 67586772)

Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004

Healthy Hunger-Free Kids Act of 2010

Instruction

Student Wellness and Nutrition

Policy adopted: 6/22/06
Policy Revised: 5/10/07
Policy Revised: 2/19/15
Policy Revised: 9/16/21

BETHEL PUBLIC SCHOOLS
Bethel, CT

Instruction

Controversial Issues

Because the development of rational thinking and preparation for citizenship are among the educational goals of the school system, the Bethel Public Schools have a responsibility to include, in various curriculum areas at all grade levels, content dealing with current critical issues, some of which will be controversial.

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found a solution, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry. The objection may result from a feeling that a cherished belief, an economic interest, or a basic principle is threatened.

The Bethel Public Schools as an educational institution and the individual classroom teacher have a responsibility to give the student:

- An opportunity to study controversial issues which have religious, political, economic or social significance about which students will begin to have an opinion.
- Access to all relevant information, including the materials that circulate freely in the community.
- Competent instruction balancing the various points of view in an atmosphere free from bias and prejudice.
- The right to form and express opinions on controversial issues without jeopardizing relations with teachers or the schools.

In fulfilling this responsibility the teacher shall make a deliberate effort to achieve balance within a reasonable period of time in the viewpoints and information to which students are exposed.

In selecting certain controversial issues to be included in the instructional program the staff shall use the following guidelines:

- The issue should contribute toward helping students develop techniques for examining other controversial issues.
- The issue should be suitable for students of the maturity and background represented in the class.

Instruction

Controversial Issues (continued)

In instances where a controversial issue arises on an unanticipated basis during the course of a class discussion, the teacher may deal with the issue on a limited basis, recognizing the existence of legitimate student interest and devoting sufficient time to the question to assure balanced, impartial coverage.

Recognizing the difficult position in which teachers will sometimes be placed in carrying out this policy and in giving students an opportunity to study a controversial issue, the Board places trust and confidence in its employees and will support their actions in such a manner that they are protected insofar as possible from anonymous, unreasonable, or ill-considered complaints.

The administration shall establish procedures for handling any complaints relative to the handling of controversial issues.

Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

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

Policy adopted: December 7, 1992
Policy Revised: 1/27/2005, 5/10/07

BETHEL PUBLIC SCHOOLS
Bethel, Connecticut

Instruction

Exemption from Instruction

The Bethel Board of Education recognizes certain reasons why a parent/guardian might request his/her child be exempt from instruction. The administration will consider an exemption request as indicated below with the exception of substance abuse education. State law requires students in all grades to receive annual instruction concerning substance abuse; therefore students may not be exempt from such instruction.

Religious

If the religious belief and/or teachings of a student or his/her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the principal stating the conflict involved.

Medical

If a student is unable to participate in a physical education class, he/she must present to the principal or designee a statement from a physician stating the reason for his/her inability to participate.

Family Life and Sex Education

The Board of Education recognizes that the purpose of family life, and sex education is to help students acquire factual knowledge, attitudes and values which will contribute to the well being of the individual, the family and society. A parent/guardian may request his/her child to be exempt from family life, and sex education by putting such a request in writing to the principal.

HIV/AIDS Instruction

The Bethel Board of Education believes that education is the best way to prevent the spread of AIDS and the Board is required by statute to provide AIDS education throughout the health curriculum. By learning the facts about HIV/AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student cannot be exempted from instruction on HIV or Acquired Immune Deficiency Syndrome (AIDS).

Bilingual Education

A student will be exempted from the bilingual program upon receipt of a written request for exemption from his/her parent or guardian.

Instruction

Exemption from Instruction

Dissection of Animals

A student will be exempted from dissection of animals upon receipt of a written request for exemption from his/her guardian.

Instructional Materials

Occasionally, objections may be made to specific instructional materials. If the issue cannot be easily resolved at the classroom level, the provision in the guidelines in Policy 6161.1 and its administrative regulations should be followed.

Other Reasons

While most requests for exemption should be covered by the above categories, an occasional request may not fall into an established category. To maintain consistency in the application of this policy, such request should follow the same administrative guidelines as listed below.

General Guidelines

- Any exemption from instruction does not excuse a student from the total hours and credits required for graduation.
- Any exemption should not interfere with the education provided to the other students in the class, put an undue burden on the smooth operation of the school, or negatively impact the school or district budget.
- Substance abuse education and HIV/AIDS education is required by Connecticut State Statutes 10-19(A) for all students annually and students are not exempt from instruction in this area.

Graduation Requirements

Graduation from Bethel Public Schools requires that

1. Students satisfactorily complete the prescribed courses of study for the various grade levels.
2. Students satisfactorily pass examinations and/or standards approved by the Board of Education;
3. Students fulfill the legally mandated number and distribution of credits;
4. Students demonstrate academic skills at an acceptable level in each course to progress toward graduation. To that end, each student must meet the academic performance standards, in science, reading, writing, and mathematics. The administration shall provide a course of action for students who fail to meet one or more performance standards.
5. The fulfillment of the mandated credit requirement, beginning with the class of 2022 can include the successful completion of a high school level equivalent course in grades six, seven, or eight or an approved online course successfully completed.

The Board of Education, in recognition of its responsibility for the education of its students, including those who drop out of school, shall make available to all its students, programs that are available for meeting the standards that will enable them to acquire a high school diploma.

The Board of Education shall routinely approve and review requirements for graduation and individual courses.

(cf. 5121 – Examination/Grading/Rating) (cf. 6111 – School Calendar)

(cf. 6146.2 – Statewide Proficiency/Mastery Examination)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination.

Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by PA 96-108)

10-221a High school graduation requirements.

10-233 Promotion and graduation policies

Policy Adopted: October 5, 1992

Policy Revised: November 18, 1996

Policy Revised: 9/19/02, 6/24/13, 11/21/13, 10/15/15

BETHEL PUBLIC SCHOOLS

BETHEL, CT

Graduation Requirements

A. Credit Distribution

To qualify for graduation, a student must be enrolled in a minimum of seven units during the school day, each year of grades nine through twelve. Exceptions will be made for students who qualify under the approved criteria for special alternative programs or individualized programs approved by the high school administration.

The following criteria is for students in classes up to 2022:

Students must also meet specific performance demonstration standards as identified in this regulation. Students must pass those courses that meet distribution requirements with a minimum grade of D- (60). Courses may count for one requirement only; for example, if 1 credit in Robotics is used to meet the Digital Technology requirement, it may not be used to meet the Applied Studies requirement.

A minimum of 25 Carnegie units must be attained. Distribution is as follows:

Distribution Area	Total # of Credits	Details
English	4	Core English
Social Studies	3.5	1 credit of World History, 1 credit of U.S. History, .5 credit of Civics and American Government
Mathematics	3	Accounting may fulfill one unit of this requirement
Science	3	
Physical Education	1.0	.5 credits per year
Health	.5	
Fine Arts	.5	Art, Music or Theater
Applied Studies	1	Credit to include .5 of Personal Finance
Digital Technology	1	
Approved and Documents Community Service	.5	60 Hours
Capstone Project	1	
Elective Credit	5.5	
Total Credits	25	

Graduation Requirements

Public Act 17-42, An Act Concerning Revisions to the High School Graduation Requirements, shifts state expectations to graduation requirements. **The requirements listed below are for the class of 2023 and on.**

Students must also meet specific performance demonstration standards as identified in this regulation. Students must pass those courses that meet distribution requirements with a minimum grade of D- (60). Courses may count for one requirement only; for example, if 1 credit in Robotics is used to meet the Digital Technology requirement, it may not be used to meet the Applied Studies requirement.

Distribution Area	Total # of Credits	Details
Humanities (9 Credits Total)		
English	4	Core English
Social Studies	3.5	1 credit of World History, 1 credit of U.S. History, .5 credit of Civics and American Government
Fine Arts	.5	Any Art, Music or Theater Courses
Humanities Elective Credits	1.0	Any English, Art, Music, Theater, Social Studies and selected Applied Studies Courses
STEM (9 Credits Total)		
Mathematics**	3	Accounting may fill one of these credits
Science	3	
Digital Technology	1	
Applied Studies	.5	Personal Finance - Required
STEM Electives	1.5	Math, Science, and Selected Applied Studies Courses
World Language, Physical Education and Health Requirements (3.0 Credits)		
World Language*	1.0	
Physical Education	1	.5 credits per year
Health and Safety Education	1	.5 Health Required & .5 Wellness Class (embedded into physical education curriculum)
Mastery Based Learning (1.5 Credits)		
Capstone Project	1	

Graduation Requirements

Approved and Documents Community Service	.5	60 Hours
Electives (2.5 Credits)		
Elective Credit	2.5	
Total Credits	25	

*Students will have met the distribution of World Language credit if they have met course standards in grades 7 & 8, earning a maximum of two (2) credits depending on course sequence. In addition, high school graduation credit will be granted to students for World Language courses successfully completed, as determined by the Superintendent or his/her designee, through online coursework and/or demonstration of mastery. High school credits are earned in the following manner:

- Grades 7 & 8 Spanish or French - 1 Credit
- Grades 7 & 8 (accelerated) - 2 Credits

**Students who demonstrate mastery of Algebra 1 and/or take another high school equivalent mathematics course while in middle school will receive high school credit for courses taken.

Online Learning

The Bethel Board of Education recognizes the importance of technology in education and the growing popularity and use of online coursework. In that regard, and in accordance with Connecticut General Statutes § 10-221a, the Board sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

Pre-approval of Courses Identified by Students and Parents

To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

District-Provided Distance Learning

Students may also earn credit for high school graduation by participating successfully in distance learning offered by the Board during the COVID-19 health emergency. Determination of successful participation will be made by the teacher teaching the course through district-provided distance learning, taking into account work performed by the student prior to the school closure.

Graduation Requirements**Requirements for Online Coursework**

1. The workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting;
2. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
4. The program of instruction for such online coursework is planned, ongoing and systematic;
5. The courses are:
 - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
 - b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and
6. The principal has determined, in his or her professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

Additional Requirements

Only students in grades 7-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Any expense incurred for taking an online course identified by the student and/or parent shall be the responsibility of the student and shall not be the responsibility of the Board of Education. Distance learning provided to students during the COVID-19 health emergency shall be provided at Board expense.

II. District's Academic Performance Expectations

The District Academic Performance Expectations are defined in general terms and students shall have the opportunity to demonstrate competency in one of several formats.

A. Reading, Writing, Science, and Mathematics Performance Expectations**1. Summary of Performance Expectations**

- a. Reading and Writing - Students shall develop and communicate informed opinions and logical arguments by interpreting and evaluating literary and informational texts across the disciplines.

Graduation Requirements

- b. Science - Students shall apply core content knowledge and scientific reasoning and communication skills in order to understand the natural world.
- c. Mathematics - Students shall apply algebraic reasoning, numerical, and proportional reasoning, geometry and measurement, and probability and statistics skills to solve real-world mathematical problems.

2. Demonstration of Performance Expectations

Reading and Writing Across the Disciplines - The student shall meet the Reading and Writing standards for achievement as defined by the district as described in the handbooks.

- A. Meet standard on the Bethel High School Literacy Assessment; OR
- B. Achieve a standard of performance on the Advanced Placement English Literature or Advanced Placement English Language assessment; OR
- C. Meet standard on the Bethel High School Literacy Portfolio; OR
- D. Meet standard on a mastery examination approved by the State Board of Education or another like standardized assessment in the area of literacy; OR
- E. Successfully complete an approved remediation course within the English department

Science - The student shall meet the science standards for achievement as defined by the district as described in the handbooks.

- A. Meet standard on the Bethel High School Science Assessment; OR
- B. Achieve a standard of performance on the Advanced Placement science assessment; OR
- C. Meet standard on the Bethel High School Science Portfolio; OR
- D. Meet standard on a mastery examination approved by the State Board of Education or another like standardized assessment in the area of science.
- F. Successfully complete an approved remediation course within the science department

Mathematics -The student shall meet the mathematics standards for achievement as defined by the district as described in the handbooks.

- A. Meet standard on the Bethel High School Mathematics Assessment; OR
- B. Achieve a standard of performance on the Advanced Placement mathematics assessment; OR
- C. Meet standard on the Bethel High School Math Portfolio; OR
- D. Meet standard on a mastery examination approved by the State Board of Education or another like standardized assessment in the area of math; OR
- E. Successful completion of a remediation course.

3. Notification

- A. Notification of teachers: At the beginning of the school year the school counselors will provide the Department Chairperson (science, mathematics, english and social studies) of students who have not met demonstration of performance expectations. In conjunction with school counselors, the Department Chairs, parents and students will develop a plan for the student to demonstrate the performance expectation.

Graduation Requirements

- B. Notification of students: The school counselors will inform students who did not demonstrate performance expectations at the beginning of the school year, and clarify their plan relative to meeting the performance expectations for graduation from Bethel High School.
- C. Notification of parents: Parents of students who did not meet demonstrate the performance expectations will be informed in writing of the plan to meet the performance expectations for graduation.

4. Special Education

Special Education students may be exempt from district Performance Expectations for graduation as described in this policy if so indicated in their Individual Education Plan. However, the Board strongly encourages Special Education students for whom it is appropriate to register for those remediation courses offered by the content area departments.

5. English Language Learners (ELL)

Any new registrant qualifying for ELL services is exempted from the district's Performance Expectations. However, the Board strongly encourages ELL students for whom it is appropriate to register for those remediation courses offered by the content area departments.

6. Implementation

Students who have not met the Performance Expectations by the end of their senior year will not graduate. To obtain a Bethel High School diploma, they must return as a fifth year student and complete the Performance Expectations outlined in these regulations.

Regulation Approved: October 5, 1992

Regulation Revised: 11/6/95; 5/13/96, 11/18/96, 11/15/99

8/21/00, 9/19/02, 11/26/02, 9/27/07, 6/24/14, 11/21/13, 7/7/15, 1/1019

4/3/2020

BETHEL PUBLIC SCHOOLS
BETHEL, CT

Instruction

Homework/Make-Up Work

Homework

Homework is an important part of a student's school experience from elementary school to high school. Homework assignments shall be planned, assigned, and evaluated according to the following beliefs:

- a. Homework fosters student initiative, independence, and responsibility.
- b. Homework reinforces, supplements and prepares students for school learning experiences.
- c. Homework fosters communications between home and school.
- d. Homework develops self-discipline and good work habits.

All students are encouraged to engage in nightly reading. In addition to reading, recommendations for the amount of time to be spent by students on homework assignments are as follows:

Grade K	average 20 minutes per week
Grades 1-2	average 30 - 45 minutes per week
Grades 3-5	average 40 - 80 minutes per week
Grades 6-8	average 40 - 80 minutes per week per subject area

Grades 9-12 The amount of homework assigned should be appropriate to the grade, course level, and student ability. In most college preparatory courses, students should expect a minimum range of 2 - 4.5 hours per week for each course. The students should expect an increase in the amount of homework assigned nightly when enrolled in honors level courses and courses that result in college credit. In elective courses, students should also expect homework.

These recommended time allotments reflect flexible guidelines that should be viewed as an average throughout the school year.

1. Guidelines for Teachers:

- a. Understand that the type and amount of homework given should be geared to student needs and abilities
- b. Explain the purpose of each assignment
- c. Ensure that students understand not only what to do, but also how to do it, before leaving school
- d. Ensure the availability of all necessary resources to carry out the assignment
- e. Ensure that students are aware of penalties and deadlines and their potential

Instruction**Homework/Make-Up Work****Homework**

impact on the student's grade when applicable (Grades 9-12)

- f. Provide feedback in a timely manner
- g. Electronically provide access to homework policies to both parents and students
- h. Educate students on positive homework behaviors, habits, and the integrity of their work
- i. Be sensitive to the student's overall homework/test/project due dates when making an assignment, if the student and/or parent has indicated there is an excessive workload
- j. Avoid, if possible, assigning homework due on the day immediately following a major religious holiday that is also a school holiday

2. Guidelines for Students:

- a. Understand the purpose and criteria for evaluating the assignment
- b. Budget time realistically
- c. Meet deadlines and understand the consequences for incomplete homework
- d. Make up any assignments missed if absent within a reasonable amount of time
- e. Communicate with the teacher to seek additional help if necessary
- f. Ensure that all submitted assignments are the student's original work
- g. Understand that copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism is not acceptable

3. Guidelines for Parents or Guardians:

- a. Provide children with suitable study conditions (place, light, supplies, and a reserved time, free of interruptions) for homework
- b. Support their child/children in completing homework assignments
- c. Recognize that parental help should be confined to explanation of principles rather than actual performance of work (In some cases in Grades K-3, assignments may be a collaborative effort, with parents assisting in performance of work.)
- d. Understand the philosophy and guidelines of the Board of Education concerning homework and be supportive of the homework policy, as it is an integral part of the learning process
- e. Communicate to the teacher if homework is exceeding the recommended guidelines
- f. Ensure that missed assignments are made up
- g. Inform the teacher if your child is to be absent for a period of time so that appropriate makeup work may be provided upon return to school

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for equivalence among all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.
5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I of the Strengthening and Improving of Elementary and Secondary Schools Act, 20U.S.C.A. §6301-6514, as implemented by 34 C.F.R. parts 200, 201, 203, 205, and 212. Agostini v. Felton 521 U.S. 203(1997)

Policy adopted: December 7, 1992
 Policy revised: May 21, 2001

BETHEL PUBLIC SCHOOLS
Bethel, CT

Students**STUDENT PRIVACY**

In accordance with federal law, the Bethel Board of Education (the “Board”) adopts, in consultation with parents, the following provisions related to student privacy.

I. Definitions

- A. *"Invasive physical examination"* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. *"Personally identifiable information"* includes, but is not limited to,
1. the student's name;
 2. the name of the student's parent or other family members;
 3. the address of the student or student's family;
 4. a personal identifier, such as the student's social security number, student number, or biometric record;
 5. other information that alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
 6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- D. *"Personal information"* means individually identifiable information including—
1. a student's or parent's first and last name;
 2. a home or other physical address (including a street name and the name of a city or town);
 3. a telephone number; or
 4. a Social Security identification number.

Students**STUDENT PRIVACY**

- E. "Survey" includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

- A. Surveys Funded in Whole or in Part by the U.S. Department of Education:
1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
 2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following 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 or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
 - h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).
 3. If a student is *not required* to submit to a survey, analysis, or evaluation that reveals information concerning any of the topics in Section II.A.2 above, the administration shall provide parents with notice of the district's intent to distribute such survey and, upon written request, shall permit the parent or student (if an adult or an emancipated minor) to opt-out of participation.
- B. Surveys Funded by Sources Other than the U.S. Department of Education:

Students**STUDENT PRIVACY**

1. Third Party Surveys
 - a. Prior to distributing any third-party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.
 - b. Upon request, the administration shall permit parents to inspect any third-party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.
 - c. Student responses to third-party surveys that contain personally identifiable information shall be considered student records and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
2. Confidential Topic Surveys
 - a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
 - i) political affiliations or beliefs of the student or the student's parent,
 - ii) mental or psychological problems of the student or the student's family,
 - iii) sex behavior or attitudes,
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior,
 - v) critical appraisals of other individuals with whom respondents have close family relationships,
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
 - vii) religious practices, affiliations, or beliefs of the student or of the student's parent,
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such program).

Students**STUDENT PRIVACY**

- b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
- c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed, or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.
- d. Student responses to any Confidential Topic Survey that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
- e. Upon written request, the administration shall permit the parent or student (if an adult or an emancipated minor) to opt-out of participation in any Confidential Topic Survey described in this subparagraph.

III. Collection of Personal Information

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling, or otherwise distributing such information or providing that information to others for that purpose.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure, or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt-out of participation in the collection, disclosure, or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.

Students

STUDENT PRIVACY

- E. The provisions regarding the collection, disclosure, and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
1. college or other post-secondary education recruitment, or military recruitment*;
 2. book clubs, magazines, and programs providing access to low-cost literary products;
 3. curriculum and instructional materials used by elementary schools and secondary schools;
 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses, and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. Non-Emergency Invasive Physical Examinations and Screenings

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
1. they are required as a condition of attendance;
 2. they are administered by the school and scheduled by the school in advance;
 3. they are not necessary to protect the immediate health and safety of the students;
and
 4. they are not required by state law.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/

Students

STUDENT PRIVACY

screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s)/ screening(s).

- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt-out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Student Privacy Policy Office
 United States Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-5920

Legal References:

Family Educational Rights and Privacy Act (FERPA), U.S.C. § 1232g; 34 CFR Part 99

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h

UNITED STATES DEPARTMENT OF EDUCATION, STUDENT PRIVACY POLICY OFFICE, Protection of Pupil Rights Amendment (PPRA), SPPO-21-01 (issued November 24, 2020), *available at* https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA_5_08_0.pdf.

Notification of Rights Under the Protection of Pupil Rights Amendment (“PPRA”)

[Note: Districts must send this notification to parents and/or eligible students annually, at the beginning of the school year, and within a reasonable period of time after any substantive change to its PPRA policies.]

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;

Students**STUDENT PRIVACY**

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:

Students**STUDENT PRIVACY**

- 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 Bethel 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

Instruction

POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The Bethel Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the Bethel Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college, or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses, and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student’s prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors, or other school personnel.
- A student’s prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.]
- The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.

Instruction**III. Creation of an Academic Plan/Challenging Curriculum**

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student's student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan's academic component intentionally focuses on advanced course and program participation.

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. Specifically, the Board recognizes that academic achievement and engagement in middle school are strong precursors to high school success. In addition, the Board recognizes the importance of engaging with a student's parents and/or guardians throughout the student's educational experience, reducing barriers to opportunities for advanced courses and programs, and providing a wide range of advanced courses that appeal to students with various interests.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a
 Connecticut General Statutes § 10-221w
 Connecticut General Statutes § 10-221x
 Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (March 2022 Draft)

Adopted: 6/21/22

BETHEL PUBLIC SCHOOLS
 BETHEL, CT