

# APPENDIX I

POLICIES LISTED IN NUMERIC ORDER

## **Purposes – Goals – Objectives**

### **Equal Opportunity Plan**

The President and the Congress of the United States, and the State of Connecticut, have enacted laws and issued directives affirming their intent to protect and grant equal opportunity to all employees and students. Also the federal government and the State of Connecticut have enacted and enforced laws on equal employment and equal educational opportunities.

The Board of Education reaffirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sex, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability, in district educational programs and activities including, but not limited to, course offerings, athletic programs, guidance and counseling, and tests and procedures. To the maximum extent possible, an intensive affirmative action program shall be an integral part of educational policies and programs.

The Board of Education also reaffirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, ancestry, present or past history of mental disorder, mental retardation, pregnancy, or physical disability, except in the case of a bona fide occupational qualification or need. Sexual harassment is prohibited in employment decisions, nor shall decisions be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment including, but not limited to, upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection, or selection for training and apprenticeships, promotion or tenure.

These statements shall be made available to all present and future employees and students.

(cf.4118.00/4218.11 Nondiscrimination)  
(cf.6121 Nondiscrimination in Instruction)

Policy proposed:  
3/03  
Policy adopted:  
4/03

## **Mission – Goals – Objectives**

### **Nondiscrimination**

The Barkhamsted School District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

(cf. 4111 – Recruitment and Selection)

(cf. 4111.1/4211.1 – Affirmative Action)

(cf. 4118.11 – Nondiscrimination)

(cf. 4118.111 – Grievance Procedure-Title IX)

(cf. 4118.113/4218.113 – Harassment)

(cf. 5145.4 – Nondiscrimination)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

(cf. 5145.52 – Harassment)

(cf. 5145.6 – Student Grievance Procedure)

(cf. 6121 – Nondiscrimination)

(cf. 6121.1 - Equal Educational Opportunity)

## Community Relations

1110. 1

### Communications with the Public

#### Parent Involvement

The Board of Education believes that the education of children is a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians involved in supervising the child's schooling.

We believe that increased parent or guardian involvement improves student achievement. Parent or guardian involvement initiatives in the school system will be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Further, the Board of Education believes that the administration must take whatever steps are necessary to facilitate a broad variety of opportunities for parents or guardians to connect frequently with the schools in which their children are enrolled, and with the overall system. Each option should:

- Encourage strong home-based partnerships;
- Provide for consistent and effective communication between the parents or guardians and school officials;
- Offer parents or guardians ways to assist and encourage their children to do their best;
- Offer ways parents or guardians can support classroom learning activities; and
- Provide opportunities for parents or guardians to have a voice in the planning and decision-making (at both the school and district level.)

In order to afford parents or guardians opportunities for involvement in the educational process, activities and the scheduling of those activities must take into account the needs of working parents or guardians.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules, policies, and procedures as amended by P.A. 97-290

Policy proposed:

1/99

Policy adopted:

2/9

Policy reaffirmed:4/03

## Community Relations

### School Volunteers

The Board of Education recognizes that volunteers can make many valuable contributions to our school. The Board endorses a volunteer program subject to suitable regulations and safeguards.

Annually, the Principal shall submit a list of all regular volunteers in the school (chaperones on field trips, classroom volunteer assistance, etc.) to the Superintendent of Schools for approval.

To maintain a safe, uninterrupted learning environment, the following procedures must be followed:

1. Volunteers must not interfere with or interrupt classroom routines and schedules.
2. All school volunteers shall register in the office and receive a visitor's badge.

Policy proposed:

11/96

Policy adopted:

12/96

Revision proposed:

6/00

Revision adopted:

9/00

Revision reaffirmed:

4/03

## Community Relations

### School Visitors

The Board of Education welcomes and strongly encourages members of the community and other interested persons to visit the school. School improvements often come from suggestions originating in such visits.

The Superintendent of Schools shall establish regulations to:

1. encourage visitors to visit schools.
2. provide for appropriate hospitality for visitors.
3. require visitors to register in the Principal's office upon arrival at the school.
4. ensure that such visits will enhance educational programs rather than hinder them.
5. channel expressions of approval as well as constructive criticism to the Board of Education.

Board of Education members are encouraged to visit schools to become acquainted with students, school personnel, and programs; however, Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by specific Board action.

All school visitors shall register in the Principal's office. Staff members should be alert for unauthorized visitors and report their presence to the Principal promptly should there be concerns about whether visitors may be unauthorized visitors.

A person is guilty of loitering on school grounds when he/she remains in or about a school building, or grounds, without a reason or relationship involving custody of, or responsibility for, a student or any other license or privilege to be there.

Legal Reference: Connecticut General Statutes

53a-185 Loitering in or about school grounds: Class C misdemeanor

Policy proposed:

11/96

Policy adopted:

12/96

Revision proposed:

6/00

Revision adopted:

9/00

Revision proposed:

3/03

Revision adopted:

4/03

## Community Relations

### Soliciting Funds from and by Students

Fund-raising activities may be approved by the Superintendent of Schools consistent with the following guidelines:

1. Fund-raising is in connection with school-sponsored projects. Requests for approval of fund raisers shall be made and approved, in writing, on the form provided.
2. There are sufficient educational or financial benefits which will accrue to the school and/or students, either directly or indirectly, from the activity.
3. The mechanics or procedures of fund-raising will neither be an unacceptable burden to teachers or other school staff members nor subject the school to inappropriate risks or responsibilities in handling funds.

Upon approval by the Superintendent, information from recognized charitable and other organizations which could eventually result in voluntary student and/or parental activities, contributions, or memberships of benefit to the organization may be distributed through the school. In these instances, the distribution of material would be the only school involvement on behalf of the organizations.

There shall be no direct solicitation of funds by outside organizations from students except on specific approval of the Board of Education.

(cf. 1311 Participation in Community Life)

(cf. 1321 Public Performances by Students)

(cf. 1322 Student Contests)

(cf. 1325 Advertising and Promotion)

Policy proposed:

11/96

Policy adopted:

12/96

Policy reaffirmed:

4/03

## **Community Relations**

### **Use of School Facilities**

Since school buildings and grounds are public property, the Board of Education may make them available for purposes other than education when they are not in use for school purposes.

The Board of Education shall grant the use of school facilities for activities of an educational, cultural, civic, and other non-commercial uses consistent with the public interest when such use does not interfere with the school program or school sponsored activities as permitted under law. The use of school facilities for school purposes has precedence over all other uses. Persons on school property must abide by the District's conduct rules at all times.

Consistent with guidelines in this policy, the Superintendent of Schools shall develop and promulgate regulations and associated forms governing use of school buildings by community and other groups. The "Application for Use of School Facilities Form" shall be submitted by outside groups to the principal for approval.

If a community group is denied use of Board of Education facilities by the principal, the group may appeal that decision to the Superintendent of Schools and if necessary appeal the Superintendent's decision to the Board of Education.

Groups requesting use of the facilities must identify specific areas of the school desired, and approval will be for those specific areas or spaces only.

All school equipment on the premises shall be in the charge and control of the principal or his/her designee, and arrangements for on-site equipment use shall be made directly with the principal or his/her designee by organizations using the school facilities.

The principal will submit copies of each building use approval to the Superintendent of Schools and a written preliminary schedule of school-sponsored activities to the Superintendent by October 1<sup>st</sup> of each school year.

### **Eligible Organizations and Priority of Use**

1. Educational programs.
2. Student activities.
3. Administrative, faculty or staff activities (includes PTO/PTA).
4. Town department or agency activities (Recreation top priority).
5. Activities sponsored by and for organizations promoting the physical or political or cultural well-being of the citizens of the town.
6. Private organizations, private businesses or enterprises located in or taxpayers to the town.
7. Out-of-town organizations.



**Restrictions on Use of School Facilities**

1. Illegal activities will not be tolerated and any violations may justify permanent restriction of the organization involved.
2. Use or possession of alcoholic beverages or unauthorized controlled substances shall not be permitted on school property. There shall be no smoking in the school building or on school grounds.
3. Vendors shall be prohibited in school buildings or on school grounds.
4. Only fund-raising campaigns permitted by the Board of Education policy or by special action of the Board of Education are allowed.
5. Refreshments can be served or consumed only in areas designated by the principal.
6. Inappropriate advertising and/or decorations shall not be allowed.
7. Activities which engender racial or religious prejudices or which are adverse to democracy are prohibited.
8. Any purpose in conflict with the mission or goals of the school district is prohibited.
9. Any activity which may be injurious to the buildings, grounds or equipment of the schools is prohibited.

**Fees**

Use of the school facilities to all community-based groups shall be without fee charge. This does not, however, automatically relieve the user from any associated proper use of those facilities, i.e., police for security, kitchen staff for cooking, custodians, etc. Such costs shall be the responsibility of the user and shall be the current contractual or prevailing rate, whichever is applicable in accordance with the **Fee Specifics**.

School facilities may be used by businesses or private groups and organizations in accordance with a fee schedule established by the Superintendent of Schools and approved by the Board of Education.

Charges or fees may be waived by the Superintendent or his/her designee if the use is deemed to be in the best interests of the school system and/or the town.

Policy adopted:

2/91

Revision adopted:

4/94

Revision proposed:

3/03

Revision adopted:

4/03

## **Community Relations**

### **Smoke Free Environment**

#### **Staff and Public**

There shall be no smoking in buildings under the control of the Board of Education.

#### **Students**

There shall be no smoking or any other unauthorized use of tobacco by students in any school building or school vehicle at any time, or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity.

Legal Reference:            Connecticut General Statutes

Sec. 1-21b Smoking prohibited in certain places.

21a-242 Schedules of controlled substances.

Policy proposed:

11/96

Policy adopted:

12/96

Policy reaffirmed:

4/03

## Administration

### Equal Employment Opportunity

Personnel policies and practices of the Board will be in accord with equal employment opportunity practices as determined by state and federal legislation. Equal employment opportunity provides equal employment possibilities to all protected groups and that no individual will be discriminated against because of race, gender, color, religion, national origin, age, sex, sexual orientation, disability, or unrelated abilities to perform the duties of the position. A job description and required qualifications for a position to be filled will be made available to all applicants.

The Board's policy on a balanced staff is designed to ensure that the public schools are continuously moving toward integrated staff at all levels, in all schools, and in other areas throughout the system.

Staff and students benefit greatly by having exposure to a diverse staff. The Board believes in the importance of staff balance and representation, within each employee group, of a cross-section of employees of different gender, racial and ethnic backgrounds, and length of administrative and teaching experience.

Legal References:

- Title VII of the Civil Rights Act of 1964, 42U.S.C., sub 2000e.
- Age Discrimination in Employment Act, 29 U.S.C. Sec. 621.
- Connecticut General Statutes
- Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.
- 46a-51 (8), (17), (18) Discriminatory practices.
- 46a-58(a) Deprivation of rights.
- 46a-60 Discriminatory employment practices prohibited.
- 46a-79 State policy re employment of criminal offenders.
- 46a-80 Denial of employment based on prior conviction of crime.
- 10-153 Discrimination on account of marital status.
- PA 91-58 An act concerning discrimination on the basis of sexual orientation.

Policy proposed:

2/97

Policy adopted:

3/97

Policy reaffirmed:

4/03

## **Business and Non-Instructional Operations**

### **Pesticide/Herbicide Application**

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide/herbicide application in school buildings and on school grounds. Further, effective July 1, 2000, the District will only employ certified pesticide/herbicide applicators for any non-emergency pesticide/herbicide use in school buildings or on school grounds.

The District shall:

- provide notice of planned pesticide/herbicide application to students, parents/guardians and employees in the weekly newsletter or in emergency situations, by separate letter.
- post the areas scheduled to receive pesticide/herbicide application(s).
- maintain written records for five years of all pesticide/herbicide applications.
- provide continuing instruction to those students who, based upon written medical request, find it necessary to absent themselves during the period of application.
- inform annually parents/guardians and staff of the school's/town's pest application/management policy.
- establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide/herbicide use and provide such notice as required by law.
- not apply any pesticide/herbicide during school hours or planned activities except for an emergency application.

Pest control applicators employed by the school/town shall provide the Superintendent with notice at least seventy-two (72) hours prior to the date and time the pesticide/herbicide application is to occur, including in such notice the brand name, concentration, rate of application, pesticide/herbicide is to be applied and any use restrictions required by the pesticide/herbicide label. Prior to the application, the applicator shall provide the Superintendent with written pre-application notification containing the following information:

- The brand name, rate of application and any use restrictions required by the label of the herbicide or specific pesticide.
- The area and areas where the pesticide/herbicide is to be applied.
- The date and time the application is to occur.
- The pesticide/herbicide label and the material safety data sheet.

## Business and Non-Instructional Operations

### Pesticide/Herbicide Application (continued)

In case of pesticide/herbicide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give the Superintendent and principal oral and, if possible, written notice, with posting of the area to be treated.

The Superintendent or his/her designee may require the pest control applicator to make the required posting in accordance with all applicable statutes and with school policy and regulations. The name and address of the applicator shall be part of any posting.

Pesticide/herbicide purchased by the school shall be limited to amounts authorized by the Superintendent or his/her designee for use during the year. Pesticide/herbicides shall be stored in a secure site not accessible to students or unauthorized staff. They shall be stored and disposed of in accordance with EPA registered label directions and applicable state statutes.

The Superintendent shall prepare and disseminate regulations for the implementation of this policy.

Legal Reference: Connecticut General Statutes

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

22a-54. Pesticide/herbicide 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, Nonresident Records. Pesticide/herbicides.

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

PA 99-165 An Act Concerning Notice of Pesticide/herbicide Applications at Schools and Day Care Centers.

Policy proposed:

12/99

Policy adopted:

12/99

Policy reaffirmed:

4/03

## Business and Non-Instructional Operations

### Safety Complaints/Records and Reports

The Superintendent of Schools shall:

1. develop procedures for reporting all complaints relative to school transportation safety, including complaints about bus drivers;
2. shall maintain a written record of all such complaints;
3. within thirty days of the close of school each year, submit a report containing all complaints received within the previous twelve month period to the Commissioner of Motor Vehicles;
4. within ten days of the occurrence, the Superintendent will make a written report to the Commissioner of Motor Vehicles, on the form prescribed by the Commissioner, of the circumstances involving a motor vehicle and any student pedestrian at, or in the immediate vicinity of, a school bus stop;
5. on a regular basis, and upon occurrence as appropriate, review with the Board of Education any complaints received and any accidents reported between motor vehicles and district students.

Legal Reference: Connecticut General Statutes

10-221c Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.

Policy proposed:

1/97

Policy adopted:

2/97

Policy reaffirmed:

4/03

## Personnel—Non-Certified

### Teacher Aides/Paraprofessionals

The Board shall establish all support staff positions in the school system initially.

All paraprofessionals who provide instructional support for students in Title I School wide Programs and Targeted Assistance programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered “at will” employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

In each case, the Board shall approve a statement of job requirements as presented by the Superintendent. This shall be in the form of a job description setting forth the qualification for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Board may abolish a position that it has created.

(cf. 6159,1-Teacher Aides)

(cf. 4222.1-Title I Paraprofessionals)

Legal Reference: 20 U.S.C. 119(c). No Child Left Behind  
34 C.F.R. 200.58, 200.59-Federal regulations concerning paraprofessional qualifications.

Policy proposed:

06/04

Policy adopted:

08/04

## Students

### **Attendance and Excuses**

Connecticut State Statutes require parents/guardians to cause their children to attend school regularly during the hours and terms the public school is in session. Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction. The Board of Education requires that accurate records be kept of the attendance of each child. A student should not be absent from school without the parents' or guardian's knowledge and consent. A parent or guardian should provide written verification of the absence or call the school.

An absence shall be considered "excused" when a child does not attend school due to illness or injury, death in the immediate family, religious obligation, an emergency, or other exceptional circumstances. All other absences with or without verification are considered unexcused.

Students attending who are under seven and whose attendance is not required by law, but who are registered in a public school must maintain satisfactory attendance.

Student attendance procedures should be contained in the school's parent-student handbook.

### **Request for Early Dismissal**

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

Parents/guardians or designee requesting dismissal before the normal end of the school day for students in grades kindergarten through 6 must come to the principal's office and sign out the child in the sign out book.

Early dismissal should be requested only in emergency or unusual situations.

(cf. 5113.2-Truancy)

Policy proposed:

12/96

Policy revised:

1/97

Revision proposed:

5/03

Revision adopted:

6/03



## Students

### Truancy

#### Introduction and Definitions

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted.

**"Truant"** shall mean a child age five to eighteen, inclusive who has four unexcused absences in any one-month, or ten unexcused absences in one school year.

#### Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy:

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the day.
3. Establish a system to monitor student attendance.
4. Make a reasonable effort to notify parents or other persons having control of the child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Appropriate school staff should meet with parents of a child identified as truant, to review and evaluate the situation, within ten days of such designation.

Students so identified may be subject to:

- (a) retention in the same grade to acquire necessary skills for promotion

## Students

### Truancy (continued)

- (b) requirement to complete a summer school program successfully before being promoted to the next grade.
- 7. File a written complaint with the superior court alleging that the acts or omissions of a child identified as “Truant” are such that the student’s family is a “family with service needs”, if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child’s truancy problem.
- 8. Provide coordination of services and refer “truants” to community agencies which provide family services.

#### Legal Reference:

Connecticut General Statutes

10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)

10-198a Policies and procedures concerning truants (as amended by PA 00-157)

10-199 through 10-10-2-2 Attendance, truancy in general. (Revised, 1995, PA 95-304)

10-202e-f Policy on dropout prevention and grant program.

10-221 (b) Board of Education to prescribe rules.

*Campbell v New Milford*, 193 Conn 93 (1984)

Policy proposed:

5/97

Policy adopted:

6/97

Policy reaffirmed:

6/03

## **Students**

### **Suspension and Expulsion/Due Process**

#### **Suspension**

An authorized member of the administrative staff may suspend a student from school or transportation services only whose conduct endangers persons or property or is seriously disruptive of the educational process, or which conduct violates a published policy of the Board of Education.

A student may be suspended whose conduct off school grounds violates a publicized policy of the Board and seriously disrupts the educational process.

For any one incident a student shall not be suspended for more than ten consecutive school days.

No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing as specified in C.G.S. 4-176e through 4-180.

Students may not be suspended without an informal hearing before the building principal unless the principal determines that an emergency situation exists. In the informal hearing the student shall be informed of the reasons for the disciplinary action and be given an opportunity to explain the situation. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant. The principal or designee may receive and consider evidence of past disciplinary problems which had led to removal from a classroom, suspension or expulsion of the student.

When the principal suspends a student, that person shall inform the superintendent or the superintendent's designee of the name of the student, the disciplinary action taken, and the reason for it within twenty-four hours.

A suspended student must be given an opportunity to complete any class work including examinations, which were missed during the suspension.

At the discretion of the principal, in-school suspensions (not to exceed five consecutive days) may be given when deemed appropriate. A student may not be suspended more than fifteen times or a total of fifty days in one school year whichever results in fewer days of exclusion.

If it is necessary to suspend a student before an informal hearing is held, such hearing shall be held as soon after the suspension as possible.

A suspension shall not extend past the end of the school year.

## **Students**

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

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

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

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

### **Expulsion**

The Board of Education may expel any student whose conduct endangers persons or property or is seriously disruptive of the educational process, or violates a published policy of the Board, provided that a formal hearing is held under Connecticut General Statutes 4-177 through 4-180.

## Students

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

#### Expulsion (continued)

Disciplinary records will be considered in determining expulsion. Grounds for expulsion may occur on school property, while receiving or awaiting school transportation services, or at any school-sponsored activity. Examples of conduct which may lead to expulsion are:

- a. Willfully striking or assaulting a student or any member of the school staff.
- b. Theft.
- c. The use of obscene or profane language or gestures to a member of the school staff.
- d. Deliberate refusal to obey a member of the school staff.
- e. A walkout from or a sit-in within a classroom or school building or class.
- f. Blackmailing, threatening or intimidating school staff or another student.
- g. Having in personal possession any kind of weapon such as a pistol, knife, blackjack, martial arts weapon etc. or weapon facsimile.
- h. Unauthorized possession, selling on or off school grounds, distribution or consumption of dangerous drugs, narcotics or alcoholic beverages (Dangerous drugs or narcotics shall mean any "controlled" drug as defined in C.G.S. 21a-240, subsection (8)).
- i. Willful destruction of school property or of property of staff members or other students.

#### Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

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

## Students

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

#### Mandatory Expulsion (continued)

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearms, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The board may modify the period of a mandatory expulsion on a case-by-case basis.

#### Students with Disabilities

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

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

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

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

## Students

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

#### Students with Disabilities (continued)

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) recommendation.
2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by school authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

## Students

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

#### Students with Disabilities (continued)

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2-1/2 inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
  
6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

#### Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18) not previously expelled and who wishes to continue his/her education shall be offered an alternative educational opportunity if he or she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion.



## Students

### Suspension and Expulsion/Due Process

#### General Provisions

In determining the length of an expulsion and the nature of any alternative educational opportunity provided, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from the classroom, suspension and expulsion of said student.

The maximum period of expulsion is for a period of up to one calendar year.

The student may be expelled before the formal hearing provided that an emergency exists, but in this case the hearing shall be held as soon after the expulsion as possible.

The notice or formal hearing required by C.G.S.4-177 shall be given to the parents or guardians of the student as well as to the student if he/she is a minor.

Under provisions of C.G.S. 10-233d, a student may be expelled at a meeting at which three or more members of the Board are present, provided that at least a majority of those present at the expulsion hearing vote for expulsion, and provided that at least three affirmative votes for expulsion are cast.

If a student withdraws from school after notification of an expulsion hearing, but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative record, and (2) the Board shall complete the hearing and render a decision.

An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Superintendent. Readmission decisions are not subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

The Board may delegate its responsibilities under this policy and the relevant state statutes to an impartial hearing board, in accordance with C.G.S. 10-233d (b).

Legal Reference: Connecticut General Statutes  
 Sections 4-176a through 4-180a, inclusive, and Section 4-181a contested cases.  
 Notice. Record.  
 10-233a Definition  
 10-233b Removal of pupils from class  
 10-233c Suspension of pupils  
 10-233d Expulsion of pupils. Hearing format. Age limitations for the provision of an alternative educational opportunity. Exceptions (as amended by P.A. 86-398  
 10-233e Notice as to disciplinary policies and action  
 10-233f In-school suspension of pupils  
 21a-240 Definitions (subsection (8))-"Controlled Drugs"  
 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing

## STUDENTS

### Suspension and Expulsion/Due Process

#### General Provisions (continued)

21a-278 Penalty for illegal manufacture, distribution, sale prescription or administration by non-drug-dependent person.

29-35 Permit requirements

53-206 Permit requirements

53a-3 Definitions

18 U.S.C. 921 Definitions

Title III-Amendments to the Individuals with Disabilities Education Act Sec. 314 Elementary and Secondary Schools Act of 1965, as amended by the Gun Free Schools Act of 1994

PA 96 244-An Act Concerning Revision to the Education Statutes

PL 105-17 The Individuals with Disabilities Act, Amendments of 1997

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

PL 108-446 Individuals with Disabilities Education Improvement Act of 2004

Policy proposed:

10/96

Policy adopted:

11/96

Revision proposed:

5/03

Revision adopted:

6/03

Revision proposed:

12/05

Revision adopted:

2/06

## STUDENTS

### Homeless Students

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District in compliance with federal and state law.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

(cf. 5143-Student Health Assessments and Immunizations)

(cf. 5146-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.  
 17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.  
 17a-102 Report of danger of abuse.  
 17a-103 Reports by others.  
 17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.  
 46b-120 Definitions.  
 McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435

Policy proposed:  
 11/05

Policy adopted:  
 12/05

## Students

### Promotion and Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled at Barkhamsted School. Therefore, the administration and staff will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance on the Connecticut Mastery Test and other testing instruments, as well as consideration of the child's social and emotional development. Any necessary retention should take place as early in a student's educational career as possible.

Students shall be promoted only on the basis of academic achievement. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional/learning objectives at the next educational level may be promoted.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate a range of abilities, learning styles, and developmental levels of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The educational program shall provide for the continuous progress of students from grade to grade. A small number of students, however, may benefit from remaining another year in the same grade. The student's readiness for work at the next grade level shall be required before he/she is promoted. Special needs of individuals will be evaluated on a case-by-case basis.

Most retentions will probably take place in grades K-3 for social and/or academic reasons. Promotion or retention will be based on what is in the best interests of the student.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the decision-making process. Parents will be notified as early as possible that retention is being considered and except in very unusual circumstances, not later than March 15. The principal shall be responsible for making the final decision as to retention and assignment.

(cf. 5124-Reporting to Parents)

(cf. 6146-Graduation Requirements)

(cf. 6146.1-Grading System)

Legal Reference:            Connecticut General Statutes  
    P.A. 99-288 An Act Concerning Education Accountability  
    10-221(b) Board of education to prescribe rules

Policy proposed:

4/00

Policy adopted:

6/00

Revision proposed:

5/03

Revision adopted:

6/03

## Students

### Reporting to Parents

The Board of Education encourages regular and effective two-way communication between parent and teacher through frequent and varied reporting methods. Parent-teacher conferences, letters and informal notes, telephone calls to parents, e-mail and school visitation should be used regularly, among other means to inform parents of student successes and student needs and to inform teachers of parent concerns about, suggestions for, and perceptions of their children which may help the teacher in his or her work with particular children.

### Report Cards

Written reports on student progress will be issued in accordance with a schedule recommended by the Superintendent of Schools and approved by the Board. Reporting dates shall be determined annually and placed on the school calendar.

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

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

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

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

Policy proposed:  
12/96  
Policy adopted:  
1/97  
Policy reaffirmed:  
6/03

## **Students**

### **Student Records; Confidentiality**

Educational records will be kept for each student reflecting the physical, emotional, social and academic aspects of student development.

The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Education Rights and Privacy Act of 1974 (FERPA) and its implementing regulations and the Connecticut General Statutes.

#### **For purposes of this policy:**

**“Parent”** means a natural parent, an adopted or a legal guardian. If parents are divorced or legally separated, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child unless a court order prohibits access.

**“Student record”** means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district. Pupil records include information relative to an individual pupil gathered within or without the school system and maintained with the school system, regardless of the physical form in which it is maintained. Essential in this definition is the idea that any information, which is maintained for the purpose of second party review, is considered a pupil 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 the notes in his or her position.

## Students

### Student Records; Confidentiality (continued)

“**School official**” means 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.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's educational records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are “school officials” and what the school considers to be a “legitimate educational interest”; and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent with an opportunity to seek the correction of the student's education records through a request to amend the records or a hearing, and permitting the parent or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of the request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.

## Students

### Student Records; Confidentiality (continued)

9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of student records.
11. Notifying parents annually of the District's policy on the collection 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, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Legal Reference: Connecticut General Statutes

1-90(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

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

10-154a Professional communications between teacher or nurse and student.

10-209 Records not be public.

10-221b Boards of Education to establish written uniform policy re: treatment of recruiters.

11-8a Retention, destruction and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56(e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V-Disposition of Education Records (Revised 1983).



## Students

### Student Records; Confidentiality (continued)

#### Legal Reference (continued)

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

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records.

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

Policy proposed:

12/96

Policy adopted:

1/97

Revision proposed:

5/03

Revision adopted:

6/03

## Students

### Student Records; Confidentiality

#### NOTIFICATION OF RIGHTS UNDER FERPA

**Barkhamsted Elementary School  
Barkhamsted, Connecticut**

Dear Parent or Student:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") 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 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent 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 parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent 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 parent or eligible student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational 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).

## Students

### Student Records; Confidentiality

**Barkhamsted Elementary School  
Barkhamsted, Connecticut**

#### **NOTIFICATION OF RIGHTS UNDER FERPA**

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 education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the students of the records request unless it states in its annual notification that it intends to forward records on request.)

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

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

5. The district has determined that the following information regarding the district's students is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parental consent. If a parent, guardian, person acting as a student's parent in the absence of a parent or guardian, or the student (if 18 or older), does not want the district to release the information listed below, they must notify the district in writing within the (10) days of receiving this notice of the information they do not want released.

The following information may be released without obtaining parental consent:

Student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible, activities thereof (e.g. artistic performances, sporting contests, assemblies, service projects, awards, ceremonies, etc.), weight and height of members of athletic

## **Students**

### **Student Records; Confidentiality**

teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

6. Pursuant to federal law, military recruiters and institutions of higher learning may request and receive the names, addresses and telephone numbers of all high school students, unless their parents or guardians notify the school not to disclose this information. Please notify the district in writing if you do not want this information released.
7. Pursuant to a court issued "ex parte" order, personally identifiable information in the student's records may be released to the Attorney General of the United States or his/her designee in response to an "ex parte" order issued in conjunction with the investigation or persecution of terrorism crimes.

## Students

### Health/Medical Records

When applicable, the Barkhamsted School District will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to maintain the privacy of protected health information that it receives, obtains, transmits or sends. The Board of Education designates the **School Nurse** as its HIPAA Privacy Officer.

Student education records, including personally identifiable health information, maintained by the Barkhamsted School District is subject to and protected by the Family Educational Rights and Privacy Act (FERPA). Both the United States Department of Health and Human Services and the United States Department of Education Family Policy Compliance Office have stated that student records under FERPA are not subject to HIPAA. Therefore, the Barkhamsted School District will comply with FERPA's confidentiality provisions rather than HIPAA's.

The Barkhamsted School District will seek Medicaid eligibility information to determine if services to a student may be billed. Bills will be processed electronically for Medicaid reimbursement for qualified services to eligible special education students. The Barkhamsted School District will comply with HIPAA's electronic transactions requirements. Procedures and safeguards will be developed to protect the privacy of health information and prevent wrongful user and disclosure. At a minimum, the policy and procedure for student records will comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) with assurances that the Barkhamsted School District has obtained authorization from the parent or guardian prior to the release of protected health information for the purpose of Medicaid billing. Individuals involved in the Medicaid billing process for the Barkhamsted School District shall be trained on the privacy procedures. Discipline shall be imposed, up to and including discharge, for staff that wrongfully uses or discloses protected health information.

(cf. 5125 – Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

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

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V – Disposition of Education Records (Revised 1983).

Policy proposed:

10/03

Policy adopted:

11/03

**Students**

**Sixth Grade Recognition Ceremony**

The ceremony will be called a recognition ceremony rather than a graduation ceremony. No awards will be presented during the ceremony.

This ceremony is optional.

Faculty, staff and administration will be invited to attend but will not be required to participate.

If refreshments are served, the kitchen will not be used. Sixth grade parents will provide any refreshments.

Dress will be appropriate.

No flowers or corsages will be allowed.

A committee of parents, in compliance with this policy, will be responsible for the planning and implementation. The administration and/or Grade six teachers must approve these plans.

Policy revision proposed:

6/00

Policy revision adopted:

9/00

Policy reaffirmed:

6/03

## Students

### Assignment of Students to Classes

Students transferring from another district normally will be placed at the grade level in which they were enrolled elsewhere or if transferring during the summer break, in the grade they would have entered the next school year. If the pupil is identified as a special education student, a Planning and Placement Team meeting shall review grade placement. If following staff observation and evaluations, a different grade placement is indicated, the Planning and Placement Team will make a new grade placement decision subject to review by the Superintendent of Schools upon parental request.

The decision for a child's placement will be based upon all available information with input from both regular and special educators. Parents or guardians may make a request in writing to the principal no later than May 1st. Specific reasons for requesting the placement must be given which take into account both instructional and social needs. The final decision rests with the administration and will be based on what the school feels is in the best interest of the child's educational well-being.

Student assignments will be marked on report cards sent home on the last day of school in June. New registrants will be assigned to a classroom by the principal upon registration or as soon after as is possible.

Class lists for the upcoming school year shall be posted on the inside of the front doors of the school no later than August 15<sup>th</sup>.

Policy proposed:

5/97

Policy adopted:

6/97

Revised proposed:

6/03

Revision adopted:

8/03

## Students

### Conduct at School and Activities

#### Areas of Responsibility for Student Conduct and School Discipline

Although the ultimate goal of all student discipline is cultivation, or development of appropriate self-discipline in each student, direct staff responsibilities in pursuit of that goal include:

1. **Certified staff.** Teachers, administrators, and other certified staff are responsible for the proper conduct and control of students while they are under the supervision and jurisdiction of the particular school and the school district.
2. **Principal.** Principals may implement necessary procedures and school rules and regulations on student behavior consistent with Board of Education policies. Principals may involve representatives from school personnel, students, parents, and citizens of the community in developing standards, specific rules and regulations, and procedures for student conduct at school and out of school activities.
3. **Teachers.** Teachers are responsible for proper and adequate control of students and for student instruction on rules and regulations of proper conduct. Teacher responsibility and authority extends to all students of Barkhamsted School under the assigned supervision of the teacher and to other students with whom the teacher comes into contact throughout his or her workday.
4. **Support Staff.** Instructional and other aides, custodians, secretaries and clerks, cafeteria employees, bus drivers, and other non-certified staff are responsible for appropriate reporting of inappropriate student behavior and actions to teachers and administrators and for intervention and necessary action in the absence of certified staff to preserve personal safety of other students, staff, and to safeguard school district property.
5. **Parents.** Parents are expected to cooperate with and to support school authorities on the behavior and discipline of their children. Parents shall be held responsible for willful misbehavior of their children and for any destructive acts on school property.

#### Student Behavior

Students shall be properly instructed in rules and regulations of acceptable conduct and are responsible for understanding and complying with school and school district standards of



**Students**

**Conduct at School and Activities**

**Student Behavior** (continued)

behavior. Any student who fails to comply with these rules and regulations concerning student behavior is liable to face suspension, exclusion, or expulsion.

**Publication to Parents/Guardians of Behavior Code**

The Principal shall, at the beginning of each school year, notify parents/guardians of district policies and regulations on student discipline and shall insure that these policies and regulations are communicated at the beginning of each school year to the students. Transfer students will receive this information at the time of their enrollment.

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

(cf. 5131.5 Vandalism)

Legal Reference: Connecticut General Statutes

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

Policy proposed:

5/03

Policy adopted:

6/03

**Students**

**Bus Conduct**

School transportation is a student privilege conditional upon satisfactory behavior on buses and at bus stops.

Students will be advised that, while awaiting or receiving transportation to and from school, they may be suspended from transportation services for unsatisfactory conduct which endangers persons or property or violates a Board policy or administrative regulation. Principals shall follow procedures in Policy 5114 Suspension/Expulsion/Exclusion/Removal when suspending student bus privileges.

(cf. 5114 Suspension/Expulsion/Exclusion/Removal)  
(cf. 5131.5 Vandalism)

Legal Reference: Connecticut General Statutes

- 10-186 Duties of local and regional Boards of education re school attendance.
- 10-220 Duties of boards of education.
- 10-221 Boards of Education to prescribe rules.
- 10-233c Suspension of students.

Policy proposed:  
12/96  
Policy adopted:  
1/97  
Policy reaffirmed:  
6/03

**STUDENTS/STAFF****Conduct****Video Surveillance**

The Board of Education recognizes the district's responsibility to maintain order, safety, and discipline on school property. The Board also desires to afford students and staff privacy with respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare and safety of its students and staff. The security and safety of staff and students depends upon the capacity of the district to maintain discipline.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order, safety, and discipline, finds that it is appropriate to provide for the use of video camera surveillance on school grounds and authorizes school administration to install video cameras in locations on school property they deem appropriate and under the following conditions:

1. Students and staff shall be notified that video surveillance may occur on school property. The student handbook shall include such a notice;
2. Video surveillance shall only be used to promote the order, safety, discipline, and security of students, staff and property and video recordings shall not be used for any other purpose.

Legal Reference: Title I – Amendments to the Individuals with Disabilities Act. (PL 105-17)  
Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988)

Policy proposed:  
2/07  
Policy adopted:  
3/07

## Students

### Drugs and Alcohol/Tobacco

#### Drug and Alcohol Free Schools

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/guardian involvement, and medical and police referral in handling incidents in the school involving possession, sale, and/or use of behavior affecting substances. These substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. (cf. 6164.11 Drugs/Alcohol and Tobacco)

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 drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. (cf. 5145.12 Search and Seizure)

Use, possession, sale or distribution of drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, his/her parent(s)/guardian(s) will be contacted; he/she will be suspended from school (in accordance with policy 5114), referred to the appropriate treatment agency, and possibly considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities.

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

1. The principal will include statements, appropriate to student maturity, in school handbooks to the effect that:
  - a. the unlawful manufacture, distribution, dispensing, possession or use of controlled substances, other illegal drugs or alcohol is prohibited in the workplace and at school sponsored activities;
  - b. that compliance with the standards of conduct stated in the handbook is mandatory;
  - c. that a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution.
2. Students who violate this policy will be subject to disciplinary action, which may include, but is not limited to, suspension or expulsion, and/or enrollment in and successful completion of an

**Students****Drugs and Alcohol/Tobacco** (continued)**Drugs and Alcohol Free Schools** (continued)

appropriate substance abuse rehabilitation program. Members of the administrative staff shall report any suspected violation of the standards of conduct directly to the Principal or designee who will immediately investigate the allegation and meet with the alleged violator. Any disciplinary actions imposed will insure that similar violations will be treated consistently.

- d. Privileged communication between a professional employee and a student concerning drug abuse shall remain confidential between student and professional.
  - e. If a professional employee suspects student drug abuse, the employee shall refer the matter to the administration for evaluation. If there is evidence the student needs treatment, a program suited to the individual's needs will be recommended.
  - f. If a professional employee obtains suspected physical evidence of drugs from a student in or on school property or at a school-sponsored event, the employee shall submit such evidence to the school Principal or designee. If the drug is suspected of being illicit, the Principal will turn the substance over to law enforcement personnel. Student and employee confidentiality shall be maintained at this point in the process.
3. The Superintendent of Schools shall direct a drug free awareness program for students on:
- a. Dangers of drug abuse;
  - b. Board of Education's policy of maintaining drug free schools;
  - c. Availability of drug counseling and rehabilitation programs;
  - d. Penalties for drug abuse violations in school.
  - e.

**Smoke-Free Environment****Students**

There shall be no smoking or any other unauthorized use of tobacco by students in any school building or school vehicle at any time, or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program.

**Students**

**Drugs and Alcohol/Tobacco** (continued)

**Smoke-Free Environment** (continued)

**Staff and Public**

There shall be no smoking in buildings under control of the Board of Education.

(cf. 1330 Use of School Facilities)

(cf. 1331 Smoke Free Environment)

(cf. 4118.231/4218.231 Smoking, Drinking, & Use of Drugs on School Property)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in public buildings, Signs required. Penalties.

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.

31-40q Smoking in the workplace; Definitions; employers to establish non-smoking areas; exemptions.

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

Federal Regulation 34 C.F.R. Part 85 Drug Free Schools & Communities Act.

Policy proposed:

9/99

Policy adopted:

11/99

Revision proposed:

6/03

Revision adopted:

8/03

## Students

### Weapons and Dangerous Instruments

The Board of Education is concerned for the safety and welfare of all students and school personnel in school and at school-sponsored activities. For this reason the Board prohibits student possession and/or use of weapons, including martial arts weapons, or other dangerous instruments in any school building on school grounds, in any school vehicle, or at any school-sponsored activity.

Possession and/or use of any such dangerous weapon by a student in school or at school sponsored activities off school grounds, is cause for expulsion of the student for a calendar year if such conduct violates publicized Board policy or is seriously disruptive of the educational process. The Board of Education hearing panel on a case-by-case basis may modify the period of expulsion. To comply with federal law, any finding of an exception shall be reduced to writing. Students in violation of this policy will be reported to law enforcement authorities.

A student's conduct off school grounds at a non-school activity that is illegal, seriously disruptive of the educational process, and violative of the Board's publicized policies may also be grounds for expulsion.

(cf. 5114-Suspension/Expulsion: Due Process)  
(cf. 5145.12-Search and Seizure)

Legal Reference:           Connecticut General Statutes  
                                  10-221 Boards of education to prescribe rules.  
                                  10-233c Suspension of students.  
                                  10-233c Expulsion of students. Hearing format. Age limitation for the provision of  
                                  an alternative educational opportunity; exception. (As amended by PA 95-304 and  
                                  PA 96-244)  
                                  53a-3 Definitions  
                                  53-206 Carrying and sale of dangerous weapons.  
                                  53a-217b-Possession of firearms and deadly weapons on school grounds  
                                  PA 94-221 An Act Concerning School Safety.  
                                  GOALS 2000; Educate America Act, Pub. L. 103-227.  
                                  18 U.S.C. 921 Definitions.  
                                  USCA 7151 No Child Left Behind

Policy proposed:  
10/98  
Policy adopted:  
11/98  
Policy reaffirmed:  
6/03  
Revision proposed:  
6/04  
Revision adopted:  
8/04

## Students

### Use of Beeper (Paging Devices)/Cellular Telephones

Students shall not possess or use a remotely activated paging device or cellular mobile telephone while on school property, on school transportation or while attending a school sponsored activity on or off school property.

The school Principal may grant written permission for such possession and use of a paging device by a student if the student or his/her parent or guardian establishes to the satisfaction of the Principal that a reasonable basis exists for the possession and use of the device.

The Board of Education shall consider the special needs of parents and students in determining whether to restrict the student possession or use of cellular mobile telephones.

A person who discovers a student in possession of a paging device, without the written permission of the Principal, or a cellular mobile telephone, without the approval of the Board of Education, shall report the violation to a school administrator who shall confiscate the device and contact the parent/guardian. Repeated violation of this policy shall result in confiscation of the device and its forfeiture to the district.

Legal Reference: PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Policy proposed:

12/96

Policy adopted:

1/97

Policy reaffirmed:

6/03



## **Students**

### **Hazing**

### **Bullying**

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

Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials, if it has a direct and negative impact on a student's academic performance or safety in school.

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

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

Students who engage in any act of bullying, while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

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

The District's program:

1. Permits anonymous reports of bullying by students to teachers and administrators and written reports of suspected bullying by parents or guardians;

**Students**

**Hazing**

**Bullying (continued)**

2. Requires teachers and other school staff to notify school administrators in writing of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there, and within available appropriations, report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
5. Requires each school to have a prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
6. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
7. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
8. Requires students to be notified annually of the process by which they may make reports of bullying;
9. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;
10. As required, but not later than February 1, 2009, submit this policy to the Department of Education for its review, analysis, and cooperative assistance; and

## **Students**

### **Hazing**

### **Bullying (continued)**

11. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The Principal of the school or his/her designee is responsible for handling all complaints of alleged bullying.

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

### **Prevention and Intervention Strategy**

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. A school survey to determine the prevalence of bullying.
3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.
4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
6. Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school.
7. Individual interventions with the bully, parents, and school staff; and interventions with the bullied child, parents, and the school staff.
8. School wide training related to safe school climate.
9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

**Students**

**Hazing**

**Bullying** (continued)

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

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

- (cf. 0521 – Nondiscrimination)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

Legal Reference:            Connecticut General Statutes  
   10-15b Access of parent or guardian to student’s records. Inspection and subpoena of school or student records.  
   10-222d Policy on bullying behavior as amended by PA 08-160.  
   PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

Revision proposed: 11/08  
Revision adopted: 1/09

## **Students**

### **Conduct**

#### **Aggressive Behavior**

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

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

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

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

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. **Physical assault**-the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. **Verbal abuse**-includes, but is not limited to, swearing, screaming, obscene gestures or threats directed, either orally (including by telephone) or in writing, at an individual, his or her family or a group.
4. **Intimidation**-an act intended to frighten or coerce someone into submission or obedience.
5. **Extortion**-the use of verbal or physical coercion in order to obtain financial or material gain from others.

**Students**

**Conduct**

**Aggressive Behavior** (continued)

6. **Bullying**-any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds or a school sponsored activity which acts are repeated against the same student over time.
7. **Sexual Harassment**-as described in the district's sexual harassment policy.
8. **Stalking**-the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
9. **Defiance**-a serious act or instance of defying or opposing legitimate authority.
10. **Discriminatory Slurs**-insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national or ethnic background or handicap.
11. **Vandalism**-damaging or defacing property owned by or in the rightful possession of another.
12. **Terrorism**-a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

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

(cf. 5131-Conduct)

(cf. 5131.21-Violent and Aggressive Behavior)

(cf. 5131.7-Weapons and Dangerous Weapons)

(cf. 5131.91-Hazing)

(cf. 5131.92-Bullying)

(cf. 5144-Discipline/Punishment)

(cf. 5145.5-Sexual Harassment)

(cf. 6114.7-Safe Schools)

(cf. 6121.1-Equal Educational Opportunity)

Policy proposed:

6/03

Policy adopted:

8/03

## **Students**

### **Dress and Grooming**

Students must be suitably dressed and maintain high standards of neatness. Appropriateness of dress and appearance are crucial in maintaining a proper and healthful educational atmosphere.

Cleanliness of body and dress is vital to the individual and to those with whom the student shares a classroom. Students' clothing, such as shirts with inappropriate wording, are prohibited. If a particular article of clothing is noted as inappropriate, the student will be sent to the principal who will advise the student as to how to remedy the situation.

Policy proposed:

12/96

Policy adopted:

1/97

Policy reaffirmed:

6/03

## Students

### Computer and Internet Use

The Barkhamsted School provides computers, networks, and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff.

The Board of Education believes that the resources available through the Internet are of significant value in the learning process and preparing students for the future. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient, and appropriate use of this technology.

Student use of school computers, networks, and Internet services is a privilege not a right. Students are required to comply with this policy and the accompanying rules. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action.

The Barkhamsted School takes reasonable precautions to supervise student use of the Internet. All students will be supervised when accessing the Internet. Content filtering will be obtained through our Internet Service Provider. However, The Barkhamsted School cannot prevent all inappropriate uses, including access to objectionable materials and communication with persons outside the school, in violation of Board of Education policies and school rules. The Barkhamsted School is not responsible for the accuracy or quality of information that students obtain through the Internet.

All Barkhamsted School computers remain under the control and supervision of the school. The school reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers.

Students and parents shall be informed of this policy through the school's handbook and all students will receive a copy of the Student Computer and Internet Use Policy and Use Rules. Students and parents will be required to sign the Student Computer and Internet Agreement Contract prior to using The Barkhamsted School's Network.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of Education of the need for any future amendments or revisions to the policy/rules.

Policy proposed:

5/96

Policy adopted:

12/96

Revision proposed:

8/01

Revision adopted:

9/01

Policy reaffirmed:

8/03



## **Students**

### **Class Size**

The Barkhamsted Board of Education strives to maintain small classes. Unexpected growth may cause a class size to exceed desirable limits. This is a matter that may be beyond the control of the Board of Education. However, as soon as there is an indication that a situation might arise which might cause class size to exceed 25 students, the principal will request that the Superintendent notify the Board of Education. If it is determined that action should be taken to alleviate this condition, it shall be done on a case-by-case basis.

Policy proposed:

10/98

Policy approved:

11/98

Policy reaffirmed:

8/03

## **Students**

### **Student Health Services**

#### **School District Medical Advisor**

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of pupil and school personnel;
2. Counseling pupils, parents, and others concerning the findings of the health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

#### **Health Records**

There shall be a health record for each student enrolled in the school district, which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

#### **Regular Health Assessments**

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the pupil has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the pupil or to secure for the pupil a suitable program of education:

1. A legally qualified physician;

**Students****Student Health Services****Regular Health Assessments** (continued)

2. An advanced practice registered nurse; licensed pursuant to Chapter 378
3. A registered nurse; licensed pursuant to Chapter 378
4. A physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Health assessments shall also be required in grade 6 or 7 by a legally qualified authorized prescriber of each student's parents or guardians own choosing, or by the school medical advisor, or the advisors designee, to ascertain whether a student has any physical disability or other health problems. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, heights, weight, and blood pressure:
2. Updating of immunizations required under 10-204 and 10-204az;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia;
5. Any other information including a health history as the authorized prescriber believes to be necessary and appropriate.

## **Students**

### **Student Health Services**

#### **Regular Health Assessments** (continued)

A child will not be allowed to begin or continue in school unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all pupils whose parents/guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment and recommendations signed by the examining authorized prescriber shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the pupil attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative office of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The superintendent of schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Pupils who are in violation of board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

#### **Vision Screening**

All students in grades K-6 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parents/guardians of each pupil found to have any defect of vision or disease of the eyes, with a brief statement describing such defect or disease.

Special educational provisions shall be made for students with handicapping conditions.

#### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K-3 and grade 5. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms

**Students****Student Health Services** (continued)

supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each pupil found to have any defect of hearing or disease of the ears, with a brief statement describing such defect or disease.

Special educational provisions shall be made for students with handicapping conditions.

**Postural Screening**

School nurses will screen all students in grades 5 and 6 for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or from professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardians of each pupil found to have any postural defect or problem, with a brief statement describing such defect or disease.

Special educational provisions shall be made for students with handicapping conditions.

**Immunizations/Vaccinations**

No student will be allowed to enroll in kindergarten without vaccination against smallpox and adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Varicella

## **Students**

### **Student Health Services**

#### **Immunizations/Vaccinations** (continued)

10. Hepatitis B
11. Any other vaccine required by Section 19a-7f of Connecticut General Statutes

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from an authorized prescriber or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from an authorized prescriber stating that in the opinion of such authorized prescriber, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child;
4. in the case of measles, mumps or rubella, present a certificate from an authorized prescriber or from the director of health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of pertussis, has passed his or her sixth birthday.

The school nurse will report to the local director of health any occurrence of State of Connecticut defined reportable diseases.

#### **Student Medical Care at School**

Student medical problems and emergencies are outlined in Categories I through IV in administrative regulation #5143. School personnel are responsible for the immediate care necessary for a pupil whose sickness or injury occurs on the school premises during school hours or in school sponsored and supervised activities.

Schools shall maintain files of Emergency Information cards for each pupil. If a child's injury requires immediate care, the parent/guardian will be called by telephone by the nurse, the building principal, or

## Students

### Student Health Services

#### Student Medical Care at School (continued)

other personnel designated by the principal, and advised of the pupil's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist or authorized prescriber and school district medical advisor will be notified of school district actions.

(cf. 5125.11 – Health/Medical Records-HIPAA)

(cf. 5141.4 – Child Abuse and Neglect)

(cf. 6171 – Special Education)

Legal Reference:	Connecticut General Statutes
	10-203 Sanitation
	10-203 Vaccination
	10-204a Required immunizations
	10-204c Immunity from liability
	10-205 Appointment of school medical advisors
	10-206 Health assessments
	10-206a Free health assessments
	10-207 Duties of medical advisers
	10-208 Exemption from examination or treatment
	10-208a Physical activity of student restricted; boards to honor notice
	10-209 Records not to be public (as amended by P.A. 03-211)
	10-210 Notice of disease to be given parent or guardian
	10-212 School nurses and nurse practitioners
	10-212a Administration of medicines by school personnel
	10-213 Dental hygienists

**Students**

Legal References: (continued)

10-214 Vision, audiometric and postural screen; When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)

10-214a Eye protective devices

10-214b Compliance report by local or regional board of education

10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private non-profit schools. Department of Public Health, Public Health Code – 10-204a-2a. 10-204a-3a and 10-204a-4

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

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy proposed:  
3/97  
Policy adopted:  
4/97  
Policy reaffirmed:  
8/03



## Students

### Administering Medications

Medicinal preparations shall be administered in the schools only when it is not possible to achieve the desired effects by home administration during other than school hours and only upon written authorization of the attending physician, dentist, advanced practice registered nurse or nurse anesthetists, or licensed physician assistant and written authorization of the parent or guardian.

Personnel authorized to administer medicinal preparations shall be limited to the school district medical advisor (M.D.), a school nurse (RN) or licensed practical nurse (LPN) if approved to do so by the school district medical advisor or school nurse. In the absence of these medical personnel, the principal, a teacher designated in writing by the principal, or a licensed physical or occupational therapist employed by the District shall be permitted to administer authorized medicinal preparations upon completion of training in the safe administration of medicinal preparations and be familiar with policy and regulations relating thereto. School health aides are not allowed to administer medicinal preparations. In an emergency, if the student's physician or the school district medical advisor is not immediately available, any physician (M.D.) may be called to take appropriate emergency measures.

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education.

A specific paraprofessional, through a plan approved by the school nurse and school medical advisor, may be designated to administer medication, including medication administered with a cartridge injector, to a particular student diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. The approved plan also requires the written authorization of the student's parent/guardian and must be pursuant to the written order from the student's doctor or APRN (Advanced Practice Registered Nurse) or physician assistant licensed to prescribe medication.

The Board of Education with the advice and assistance of the school district medical advisor and the school nurse, shall review and revise this policy, and its attendant regulation, as necessary and at least biennially and it must be approved by the school medical advisor or other qualified, licensed physician.

Each school wherein any controlled drug is administered under the provisions of this policy shall maintain such records as are required of hospitals under the provisions of subsections (f) and (h) of Section 21a-254 and shall store such drug in such a manner as the Commissioner of Health Services shall, by regulation, require.

Legal Reference: Connecticut General Statutes

10-212a Administration of medicines by school personnel. (as amended by PA 99-2, An Act Concerning Public Health Expenditures and PA 03-211)

**Students**

**Administering Medications** (continued)

Legal Reference (continued): 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

Connecticut Regulations of State Agencies 10-212a through 10-212a-7  
P.A. 03-211 An Act Concerning the Provision of Medical Care for Students' Health Care Needs.

P.A. 04-181

Policy proposed:

8/96

Policy adopted:

10/96

Revision proposed:

6/03

Revision adopted:

8/03

Revision proposed:

12/04

Revision adopted:

2/05

## **Students**

### **Students with Special Health Care Needs**

#### **Accommodating Students with Special Dietary Needs**

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when a physician certifies that need in writing. Meal service shall be provided in the most integrated setting appropriate to the needs of the disabled student.

The nature of the student's disability, the reason the disability prevents the student from eating the regular school meals, including foods to be omitted from the student's diet, indication of the major life activity affected by the disability, the specific diet prescription along with the substitution(s) needed will be specifically described in a statement signed by a licensed physician. The district, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified students in student activities. The appropriate staff, the parent/guardian of the student and the student's physician, shall sign such plan.

All schools are also responsible for developing and implementing guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

(cf. 5141 Student Health Services)

(cf. 5141.21 Administering Medication)

(cf. 5141.23 Students With Special Health Care Needs)

(cf. 5141.3 Health Assessments)

(cf. 5145.4 Nondiscrimination)

## Students

### Reporting of Child Abuse and Neglect

The Board of Education recognizes that a student's mental and physical health will have an effect on the student's ability to obtain the most benefit from attending school. In order to increase the student's ability to learn while in school, the Board of Education realizes the importance of identifying students who may be suffering from abuse, neglect or placed in imminent danger of serious harm. When any member of the certified staff, paraprofessional, social worker, and/or school nurse suspects child abuse, neglect or that a child has been placed in imminent risk of serious harm, he/she shall within twelve (12) hours make an oral report by telephone or in person to the Commissioner of Children and Families, or a law enforcement agency, followed within 48 hours with a written report. The building Principal shall be notified immediately after the oral report has been made and the Principal in turn will notify the Superintendent of Schools and the child's parents. The written report prepared and submitted by the mandated reporter shall also be submitted to the Principal.

Any school personnel who has reasonable cause to suspect that a district employee is abusing a student shall orally report that suspicion within twelve (12) hours by telephone or in person to the Commissioner of Children and Families followed within 48 hours with a written report. The School Superintendent or principal may be notified immediately after the oral report has been made. The Commissioner of Children and Families or his/her designee, is required to notify the head of a school, except when that person is the alleged perpetrator. The Superintendent or supervising agent must: 1) immediately notify parent(s) of the alleged abuse and that a report has been made; and 2) immediately notify the police department of the alleged abuse.

In addition, the Superintendent or supervising agent, must submit a written report of suspected child abuse by a certified school employee to the Commissioner of Education or his/her representative. The Superintendent shall suspend a certified staff employee when the investigation produces evidence that the employee abused a child. Within seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education or his/her representative of the reasons and conditions of the suspension. If the contract of employment of a certified school employee is terminated as a result of an investigation which reveals that child abuse has occurred, the Superintendent shall notify the Commissioner of Education within 72 hours of such termination.

Legal Reference: Connecticut General Statutes

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (As amended by PA 96-246, PA 00-220, PA 02-106 and PA 03-168)  
 PA 96-246 An Act Concerning the Reporting, Investigation and Prosecution of Child Abuse and the Termination of Parental Rights  
 10-151 Teacher Tenure Act

Policy proposed:  
10/96

Policy adopted:  
11/96

Revision proposed:  
6/03

Revision adopted:  
8/03

## Students

### Psychotropic Drug Use

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

Psychotropic drugs are defined as 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 medications and anti-depressants.

However, school health or mental health personnel, including the school nurse or nurse practitioner, the school’s medical advisor, school psychologist, school social worker, and school counselor may recommend that a student be evaluated by an appropriate medical practitioner.

The District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities or suspected disabilities provided by state and federal statutes that govern special education.

Nothing in this policy shall be construed to prohibit a Planning and Placement Team (PPT) from discussing with parents and/or guardians of a child the appropriateness of consultation with, or evaluation by, medical practitioners with the consent of the parents and/or guardians of a child.

(cf. 5141.4-Reporting of Child Abuse and Neglect)

Legal Reference: Connecticut General States

10-212b Policies prohibiting the recommendation of psychotropic drugs by school personnel. (as amended by PA 03-2311)

46b-120. Definitions

Policy proposed:

6/03

Policy adopted:

8/03

## **Students**

### **Suicide Prevention and Intervention**

The Barkhamsted Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in-depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The Barkhamsted Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat must take the proper steps to report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

Legal Reference: Connecticut General Statutes

10-221(e) Boards of Education to prescribe rules.

Policy proposed:

4/05

Policy adopted:

6/05

## **Students**

### **Suicide Prevention/Intervention**

#### **RISK FACTORS AND PROTECTIVE FACTORS**

Certain factors or conditions are known to be associated with an elevated degree of risk for suicidal behavior-not in crisis and requiring immediate attention, but in need of support and ongoing monitoring. Such individuals are more likely than students in general to engage in various risky behaviors, including drug and alcohol use, unsafe sex, truancy and criminal activity. Just as it is important to identify individuals who are at risk, knowledge of protective factors or conditions is essential to suicide prevention. The impact of risk factors is countered, to some degree, by the presence of protective factors.

#### **RISK FACTORS**

##### **Biopsychosocial**

- Mental Disorders, particularly mood disorders, schizophrenia, anxiety disorders, and certain personality disorders (e.g., borderline, antisocial)
- Alcohol and drug use
- Feelings of hopelessness
- Impulsive and/or aggressive tendencies
- History of trauma or abuse
- Some major physical illnesses
- Previous suicide attempt
- Family history of suicide

##### **Environmental**

- Relational or social loss
- Easy access to lethal means (e.g., guns)
- Local clusters of suicide that have a contagious influence

##### **Sociocultural**

- Sense of isolation (especially for female adolescents) and lack of social support
- Stigma associated with help-seeking behavior
- Barriers to accessing mental health care and substance abuse treatment
- Certain cultural and religious beliefs (e.g., that suicide is a noble resolution of a personal dilemma)
- Exposure to and influence of others who have died by suicide, including media influence

## Students

### Suicide Prevention/Intervention

#### PROTECTIVE FACTORS

- Effective clinical services for mental, physical and substance use disorders
- Easy access to various clinical interventions and support for help-seeking
- Restricted access to highly lethal means of suicide
- Strong connections to family and community
- Skills in problem solving, conflict resolution, and nonviolent handling of disputes
- Resiliency, self esteem, optimism, and empathy
- Cultural and religious beliefs that discourage suicide and support self-preservation

#### SUICIDE CRISIS INDICATORS

A suicide crisis is a time-limited occurrence in which an individual is in immediate danger of suicide. Indicators of a suicide crisis, sometimes referred to as warning signs, help identify individuals in immediate need of attention.

- Suicidal statements or suicide notes
- Ominous utterances (speaking of going away, or of others being better off without them)
- Marked changes in behavior (e.g., trouble sleeping or eating, loss of interest in usual activities, neglect of self-care)
- Intense affective state in combination with depression
- Preoccupation with death, afterlife and violence in the context of sad or negative feelings
- Precipitating event (e.g., marked reaction to loss of loved one)
- Statements of hopelessness
- Deteriorating functioning in school, at work, or socially
- Telltale actions (e.g., buying a gun, putting one's affairs in order)
- Increased use of alcohol or drugs
- Other self-destructive behavior (e.g., loss of control, rage explosions)
- Recent incarceration



## **Students**

### **Suicide Prevention/Intervention**

#### **Guidelines**

All school district professionals have a responsibility to share with the Principal observations of student behavior which appear to be related to the possibility of suicide.

The Principal, in turn, has a responsibility to follow the guidelines attached to the Board policy and regulations on suicide. If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the school system, the Principal may consult with the designated Child Study Team (CST)/Crisis Team, Planning and Placement Team (PPT) and/or other appropriate personnel to make such a decision and shall make appropriate documentation of the circumstances and the resulting decision.

#### **Special Issues in Using Procedures**

**1. Communication**

The Principal shall maintain communication with the Superintendent about all suicide attempts and shall call on the Superintendent's Office for advice on how to proceed if any situation warrants. In turn, the Superintendent will keep the Board informed about suicide related issues as appropriate. All communications must be kept confidential as appropriate.

**2. Documentation**

All actions taken by school personnel shall be carefully documented. Such records should express facts, observable behaviors and actions. They should be placed in the student's supplementary file. Following an attempt or completed suicide, a daily log might be helpful.

**3. Contagion**

Sometimes a suicide attempt or completed suicide will trigger other suicide attempts. There is no clear body of knowledge about how or why this occurs and what unique circumstances cause it. The best preventive measure against the contagion effect seems to involve careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide and carefully planned follow-up activities.

## **Students**

### **Suicide Prevention/Intervention**

#### **Guidelines (continued)**

**4. Principal**

Shall be understood to mean the Principal or Principal's designee.

**5. Anniversary Dates**

The week, month or year anniversary of the death may trigger a delayed grief reaction or suicide attempts modeled after the first. School personnel should be sensitive to this and intensify monitoring of students at these times.

**6. Support**

While Child Study Team/Crisis Team members will probably be sensitive to each other's needs for support, it can also be helpful to have an outside professional available during and following crisis periods to "debrief" the team and offer support to individual members as needed.

**7. Suicide at School**

Most experts agree it is better to keep students at school where adult support systems are available than to send them home, where no adult supervisors might be available to them. Students should only be released to their parents or other responsible adults should they ask to leave school early.

### **Students at Risk for Suicide**

**1. General Procedures During School Hours**

School staff who have identified a student who exhibits the signs as noted in Appendix A or who have other reason to believe the student is at risk for suicide must immediately bring the student's name to the attention of the Principal or his/her designee. This must be done even if the student has confided in the staff person and asked the staff person to keep their discussion confidential. In such cases, the staff person would explain that he/she cannot keep confidentiality in these circumstances.

## Students

### Suicide Prevention/Intervention

#### Students at Risk for Suicide (continued)

Appropriate staff member(s) gather background information prior to contacting the student unless there appears to be imminent risk of self harm. This background check should be done on the same day as the referral and may include:

- A. Further discussion with the person who made the referral.
- B. Contact with other staff members to get data on recent student performance. At the earliest possible moment following the collection of information, contact with the student will be made to determine the seriousness of the situation.
- C. **Critical Situation**

The student has the intent to kill himself/herself, a specific plan for how he/she will do it and immediate access to the method; in addition, he/she exhibits feelings of loneliness, hopelessness and the inability to tolerate any more pain.

- (1) A staff member will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting the parent(s) because of deep concern.
- (2) A staff member will notify the parent(s) and request that they come to the school immediately. The following points should be covered in the meeting with the parents:
  - (a) The seriousness of the situation.
  - (b) The need for immediate outside professional help.
  - (c) The need for continued monitoring.
  - (d) A request for the parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist and other individuals as appropriate.
- (3) If the parent(s) cannot be contacted or if they refuse to come to the school and the team determines that a medical emergency exists, normal procedures will be followed for such emergencies. The Principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families.

## **Students**

### **Suicide Prevention/Intervention**

#### **Students at Risk for Suicide**

- (4) As a follow-up, a staff member will contact the family to discuss the family's plans to provide professional help and support to the student. Permission for communication between school and therapist will be requested. A plan of action for in-school support of the student will be discussed at the next Child Study Team/Crisis Team meeting. The team will continue to monitor the student.

#### **D. Potential Situation**

The student has some intent to kill himself/herself and has thought about how he/she would do it. He/She has access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness and unbearable pain, he/she shows some willingness to accept help. The following action will be taken, the order to be determined by the specific situation:

- (1) A staff member will explain to the student that the parent(s) will be contacted in order to arrange for professional help and to develop an appropriate support system. The staff member will speak to those people on the student's behalf.
- (2) Following the meeting with the student the Principal or designee will:
  - (a) Convene the Crisis Team to plan a course of action.
  - (b) Contact the student's parent(s) to inform them of the seriousness of the situation and to request a meeting that day.
  - (c) Obtain further information from the parent(s) concerning the student's mental health history including therapy and previous suicide attempts or threats. If the student is currently being seen by a mental health professional, the Principal will ask for parental permission to speak with that professional.
  - (d) Communicate the need for suicidal risk evaluation.
- (3) If the parent refuses to come to school, the Principal will explain that the school may be required to file a medical neglect report with DCF. In addition, the Principal after consultation with the Superintendent, may

## **Students**

### **Suicide Prevention/Intervention**

#### **Students at Risk for Suicide** (continued)

determine that it is necessary for the student to be transported to the emergency room for evaluation.

- (4) As follow up, a team member will contact the family to discuss their plans to provide professional help to the student. The team will meet to develop a plan for in-school support.

#### **E. General Procedures After School Hours**

If a staff member has become aware of a potentially suicidal student during after school hours, he/she should consider and decide the following actions:

1. Contact the parents.
2. Contact the Principal.
3. Contact the police.
4. Contact student's therapist.
5. Contact 24-hour crisis center.

#### **Students Who Have Attempted Suicide**

##### **1. In School Attempt**

- A. The staff person who becomes aware of the attempt will remain with the student and will immediately send for the nurse and Principal or Mental health staff person.
- B. The nurse and the Principal or Mental health staff person will follow school medical emergency procedures to get immediate medical help for the student.
- C. The parents will be contacted.

## Students

### Suicide Prevention/Intervention

#### Students at Risk for Suicide(continued)

- D. The Principal will refer to the Crisis Intervention Plan and Media guidelines to determine a course of action.

#### 2. Out of School Attempt

- A. The Staff person who receives the information concerning an attempted suicide will immediately contact the school Principal who will verify the information and actions taken by the parents.
- B. The Principal will determine if the situation warrants informing the full faculty.
- C. If the attempted suicide is causing visible distress among students, staff may be asked to follow "Guidelines for Talking to Students About Suicide/Sudden Death." An after school meeting may be held to identify others at risk with students and discuss concerns.
- D. The Principal, in conjunction with the Crisis Team, will develop a plan to monitor and support high risk students.
- E. A team member will be assigned to follow up and monitor the student upon his/her return to school.
- F. If appropriate, information will be shared with the Principal of the sibling's school.

#### 3. Completed Suicide

- A. In the event of a completed suicide, the Principal in consultation with the Superintendent, will convene an emergency staff meeting at an appropriate time.
- B. The Superintendent and/or Principal will provide appropriate communications to parents, media and appropriate agencies or authorities.

**Students**

**Suicide Prevention/Intervention**

**Students at Risk for Suicide** (continued)

- C. The Superintendent and/or Principal will consult with Shared Services and other appropriate agencies for support services to staff and student population.

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

Regulation proposed:  
4/05  
Regulation adopted:  
6/05

**SUICIDE INTERVENTION FORM**  
(Confidential – for Administrator/CST use only)

School \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

Student's Name \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Parent's Name \_\_\_\_\_

Address \_\_\_\_\_ Phone:(H) \_\_\_\_\_ (W) \_\_\_\_\_

Parent's Name (non-custodial if divorced) \_\_\_\_\_

Address \_\_\_\_\_ Phone:(H) \_\_\_\_\_ (W) \_\_\_\_\_

Student referred by \_\_\_\_\_

1. State reason for referral.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. List behavioral or verbal indicators if possible suicide risk (refer to Appendix A) in this student.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe level of possible suicide risk as assessed by \_\_\_\_\_

\_\_\_\_\_



4. Describe indicators that resulted in given risk assessment rating.

Behaviors: \_\_\_\_\_

\_\_\_\_\_

Feelings: \_\_\_\_\_

\_\_\_\_\_

Suicide Plan and Method: \_\_\_\_\_

\_\_\_\_\_

5. Describe Actions Taken:

ACTION	DATE/TIME	PERSON RESPONSIBLE

6. Follow-up: Describe follow-up recommendations and actions.

RECOMMENDATION	ACTION	DATE	PERSON RESPONSIBLE

**Students**

**Discipline**

**Discipline of Students with Disabilities**

Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individual Educational Plan (IEP), any behavioral interventions plan and this policy. During any period of disciplinary action, the student will continue to receive a "free appropriate public education" in accordance with federal law and applicable regulations.

**Manifestation Determinations**

When a disciplinary change in placement is being considered for more than ten (10) days in a given school year related to a disabled student's behavior, the IEP team (PPT) and other qualified district personnel will review the relationship between the student's disability and the behavior. Such a review must take place as soon as possible, but not later than 10 school days from the date of the decision to take disciplinary actions which would remove a student with a disability from his/her current educational placement for more than ten school days.

**Disciplinary Action for Behavior that is Not a Manifestation**

Once the team determines that the behavior was not a manifestation of the disability, disciplinary procedures will be applied to the student in the same manner as applied to non-disabled students.

**Disciplinary Action and/or Alternative Placement for Behavior that is a Manifestation**

A student with disabilities whose behavior is determined to be a manifestation of his or her disability may not be expelled but will be disciplined in accordance with his or her IEP, any behavioral intervention plan and this policy.

In addition to any disciplinary action provided for in the IEP or behavioral intervention plan, a disabled student may be suspended for up to 10 school days cumulatively in a school year to the extent suspension would be applied to non-disabled students, without the need to provide any services. Disabled students may be suspended for additional removals for up to 10 days for separate acts of misconduct as long as the removals do not constitute a pattern or change in placement. School administrators and the student's special education teacher shall determine the level of services to be provided to the disabled student in subsequent suspensions beyond the first 10 days cumulative in a school year.

## **Students**

### **Discipline**

#### **Disciplinary Action and/or Alternative Placement for Behavior that is a Manifestation** (continued)

Disabled students carrying weapons to school or to a school function or possessing, selling, or soliciting drugs may be removed to an alternative setting but not more than 45 days.

A hearing officer may order removal to an alternative setting for 45 days where the district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others.

Either before or within 10 days after any change in placement for more than 10 days related to a disciplinary problem, the IEP team (PPT) must meet to determine an appropriate alternative setting, to develop a behavioral assessment plan or to review and modify an existing intervention plan, and review and modify the IEP where necessary.

Nothing in this policy shall prohibit the IEP team (PPT) team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

#### **Expedited Hearings**

An expedited hearing is available when:

1. the parent/guardian disagrees with the IEP team (PPT) team's determination regarding manifestation or with any decision regarding placement.
2. the parent/guardian disagrees with the proposed new placement following an interim alternative placement.
3. the district believes it is dangerous for the student to be returned to the previous placement.

During any challenge to placement, the student will stay in the alternative placement.

#### **Students Not Identified as Disabled**

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have "knowledge" of the disability.

**Students**

**Discipline** (continued)

**Students Not identified as Disabled** (continued)

The district has knowledge of the disability when:

1. the parent has expressed concern in writing that the student needs special education.
2. the student's behavior or performance has demonstrated such a need.
3. the parent has requested an evaluation.
4. the student's teacher or other district personnel have expressed concern about the student's behavior or performance to the director of special education or other district personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited.

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

(cf. 5125-Student Records)

(cf. 5131-Conduct)

(cf. 5131.6-Drugs, Tobacco, Alcohol)

(cf. 5131.7-Weapons and Dangerous Instruments)

(cf. 5144-Discipline/Punishment)

Legal Reference: Connecticut General Statutes  
10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304 and PAA 96-244.  
53a-3 Definitions.  
53a-217b Possession of Firearms and Deadly Weapons on School Grounds.  
PA 94-221 An Act Concerning School Discipline and Security.  
GOALS 2000: Educate America Act, Pub. L. 103-227.  
18 U.S.C. 921 Definitions  
Title I-Amendments to the Individuals with Disabilities Act. (PL 105-17)  
Sec. 314 Local Control Over Violence  
Elementary and Secondary Schools Act of 1965, as amended by the Gun Free Schools Act of 1994

Policy proposed:

6/03

Policy adopted:

8/03

## **Students**

### **Exploitation/Sexual Harassment**

#### **General**

Sexual harassment will not be tolerated among students of the school district, and any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers in the schools. Students shall exhibit conduct which is respectful and courteous to employees, to fellow students, and to the public.

#### **Definition**

Sexual harassment is any unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to:

1. insulting or degrading sexual remarks or conduct;
2. threats or suggestions that a student's submission to, or rejection of, unwelcome conduct will in any way influence a decision regarding that student;
3. conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile, or offensive learning environment—such as the display in the educational setting of sexually suggestive objects or pictures.

#### **Complaints Procedures**

The Board of Education encourages victims of sexual harassment to report such claims promptly to the Superintendent of Schools or designee. Complaints shall be investigated promptly and corrective action taken when allegations are verified. Confidentiality shall be maintained and no reprisals or retaliation shall occur as a result of good faith charges of sexual harassment.

The district shall provide staff development for district administrators and other staff and annually shall distribute this policy to staff and students.

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. 2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, 34 CFR Section 106.

*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)

## Students

### Exploitation/Sexual Harassment

#### Legal Reference (continued)

*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998)

*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998)

*Gebser v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

Policy proposed:

1/97

Policy adopted:

2/97

Revision proposed:

6/03

Revision adopted:

8/03

## Students

### Sexual Harassment

#### Peer Sexual Harassment

Peer sexual harassment is strictly forbidden at Barkhamsted School and during any school programs and activities. Peer sexual harassment is any unwelcome physical or verbal conduct of a sexual nature, such as touching or grabbing or making sexual comments directed at a person because of his or her sex, which interferes with the ability of a student to receive an education.

Students are expected to treat their fellow students with dignity and respect at all times on school property and in school programs and activities and to refrain from unwelcome physical or verbal conduct of a sexual nature.

Disciplinary action may result from violations of this policy. Violations of this policy shall be reported to teachers or administrators. Students are encouraged to report sexual harassment immediately. School personnel will take prompt and fair action to investigate any report promptly and to take the appropriate measures to stop the sexual harassment.

(cf. 5145.5-Sexual Harassment)

Legal Reference: Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2 (a).  
 Equal Employment Opportunity Commission Policy Guidance (N-915.035) on  
 Current Issues of Sexual Harassment, effective 10/15/88.  
 Title IX of the Education Amendment of 1972, 34 CFR Section 106  
*Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)  
*Faragher v. City of Boca Raton*, No. 97-282, (U.S. Supreme Court, June 26, 1998)  
*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26,  
 1998)  
*Gebser v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court,  
 June 26, 1998)  
*Davis v. Monroe County Board of Education*, No. 97-843, (U.S. Supreme Court,  
 May 24, 1999)

Policy proposed:  
 6/03  
 Policy adopted:  
 8/03

## **Students**

### **Student Grievance Procedures**

Any student may bring a grievance for resolution. The following procedures will be followed in hearing student grievances:

1. The student takes up the grievance with the person immediately concerned. If the grievance is not resolved at this level, then;
2. The student takes up the grievance with his/her classroom teacher. At this point, the student and/or the teacher may involve the student's parents, the school Peer Mediation Committee, or Bully Busters. If the grievance is not resolved at this level, then;
3. The student takes up the grievance with the school Principal who may include any of the parties referred to above. If no resolution is achieved at this level, then;
4. The student takes up the grievance with the Superintendent who may include any of the parties previously referenced. If the grievance is not resolved at this level, then;
5. The student takes up the grievance with the Board of Education. At this level the student's parents must be involved in the resolution of the grievance.

All student grievances shall be resolved in a timely manner and with the most equitable solution possible.

Regulation proposed:

9/05

Regulation approved:

10/05



## Students

### Homework

Homework should be introduced in the elementary school years to encourage responsibility, as well as good habits and study skills. Homework is an integral part of the instructional program and learning process which allows students to follow through on their personal commitment to academic work. It should be meaningful and help students develop constructive attitudes and sharpen useful skills.

The regular practice of homework requires self-discipline. It is expected that each student will accept the responsibility in balancing homework and outside activities.

### Time Guidelines

#### Grade

K	Not to exceed 15 minutes—may be given one day per week
1 (first half year)	Not to exceed 15 minutes—may be given one day per week
1 (second half year)	10 minutes, Monday-Thursday
2	20 minutes, Monday-Thursday
3	20-30 minutes, Monday-Thursday
4	30-45 minutes, Monday-Thursday
5	30-60 minutes, Monday-Thursday
6	45-70 minutes, Monday-Friday, averaged over the week

Note: Homework is optional on Friday, depending on the professional judgment of the teacher.

These time periods are based upon the expectation that an average student will require the amount of time indicated.

It should be understood that each grade level serves as the foundation for the next. We recognize that activities may need to accommodate students with different learning and organizational difficulties or those with other special needs.

Policy proposed:

5/97

Policy adopted:

6/97

Policy reaffirmed:

8/03

## Students

### Vacations When School Is In Session

The staff of the Barkhamsted School emphasizes the importance of regular school attendance. We urge you to plan vacations only during the time school is **NOT** in session. If you must take a family vacation during school time, the following will be the responsibility of both the parents and child:

1. Send a written note to your child's teacher(s) a week before you will be away. To the extent that the teacher can provide work, which the child can do with little or no direct teaching instruction, it will be provided.
2. During the vacation, parents should set aside regular study time and, insofar as possible, assist the child with his/her work.
3. Upon the child's return to school, make-up work must be handed in **WITHIN TWO WEEKS** of the return to school.

Policy proposed:

5/02

Policy adopted:

6/02

Policy reaffirmed:

12/03

## **Instruction**

### **Opening Exercises, Observances, Programs**

Each elementary class shall conduct opening exercises each school day including the Pledge of Allegiance, reading of announcements and notices, and a moment of silent meditation for those students and teachers who wish to avail themselves of such time for such purpose.

In observances of legal, State and National holidays, recognition may be made as appropriate to the historical and cultural value of such holidays.

School programs are valuable components of the total education program, and teachers shall be free to use music, literature, drama, poetry, art, and dance, with origins in any faith, based upon artistic merit and/or performance suitability of the available material and interests and capabilities of the teachers and pupils producing the program. Similar academic criteria shall apply to any aspect of the curriculum.

Students and teachers shall have the right to refuse, for reasons of conscience, to participate in or attend any activity or program, which includes material that they may deem contrary to personal beliefs.

Legal Reference: Connecticut General Statutes

10-16a Silent Meditation

Policy proposed:

1/97

Policy adopted:

2/97

Policy reaffirmed:

9/03

## Instruction

### Bilingual Education

The School Superintendent, or his/her designee shall ascertain annually the number of children of limited and non-English speaking ability within the school district, classify them according to their dominant language, and make a report to the Board of Education.

If it is determined that the school system has twenty or more limited or non-English speaking children in the school who would be helped in developing mastery of the English language through a bilingual program, the Superintendent shall develop a program of bilingual education for such eligible children for the next school year. The plan shall be submitted to the Commissioner of Education for review.

The Superintendent shall apply annually for a grant of funds to support such a program and submit annual reports of progress as required by law.

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.  
                                  10-17f Required bilingual education.  
                                  10-17g Application for grant. Annual evaluation report.  
                                  10-146f Waiver of certification requirements for bilingual teachers.

                                  State Board of Education Regulations  
                                  10-17h to 10-17h-15. Programs of bilingual education.

Policy proposed:  
2/97  
Policy adopted:  
3/97  
Policy reaffirmed:  
9/03

## **Instruction**

### **Migrant Students**

The Superintendent will develop and implement a program to address the needs of migrant children in the school.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant 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 migrant children and their families and professional development for staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

#### **Migrant Education program for Parent(s)/Guardian(s) Involvement**

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

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.

Policy proposed:

8/03

Policy adopted:

9/03

## Instruction

### Internet Acceptable Use: Filtering

The Barkhamsted School is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

The Board of Education provides computers, computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment that ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access privileges, and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are not to be used for personal gain by any student or staff member.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to students whose parents/guardians have signed the "Acceptable Use Policy".
3. Implementation of a system developed to filter out Internet sites with content considered unacceptable for student viewing. The Principal shall receive appeals from users who have a specific use in mind for a filtered site.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff's role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

(cf. 6141.321- Acceptable Use of the Internet)

(cf. 6141.322-Web Sites/Pages)

**Instruction**

**Internet Acceptable Use: Filtering** (continued)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

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

10-209 Records not to be public.

11-8a Retention, destruction, and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

Connecticut Public Records Administration Schedule V-Disposition of Education Records(Revised 1983).

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

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. Seq.

Policy Proposed:

8/03

Policy adopted:

9/03

## INSTRUCTION

### Student Nutrition and Physical Activity (Student Wellness Policy)

The Barkhamsted Board of Education promotes a healthy school by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. To ensure the health and well-being of all students, it is the policy of the Board of Education to:

1. Ensure that all children have access to adequate and healthy food choices on scheduled school days at reasonable prices.
2. Encourage and promote a healthy lifestyle for students by supporting the implementation of nutritionally adequate, educationally sound and financially accountable school food and nutrition programs.
3. Ensure the integrity of the school meal program by prohibiting food sales/parties for students, held during school hours, which are in direct conflict with the lunch and breakfast programs. The District operates under the National School Lunch, National School Breakfast and National After School Snack program regulations.
4. Encourage the practice of good nutrition by discouraging the sale and/or free distribution of foods of minimal nutritional value, as defined in the federal regulations, during the school day. Encourage all staff to focus on the dietary guidelines for Americans and the Food Guide Pyramid.
5. Educate all students to possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff are encouraged to model healthy habits as a valuable part of student education.
6. Coordinate school food service with this policy to reinforce messages about healthy eating and to insure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits.
7. Provide school staff involved in nutrition education and in supporting a healthy school environment, with adequate pre-service and ongoing in-service training that focuses on strategies for behavioral change.
8. Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating and lifestyles.
9. Regularly evaluate the effectiveness of this policy in promoting healthy eating and change the program as appropriate to increase its effectiveness.



## **INSTRUCTION**

### **Student Nutrition and Physical Activity (Student Wellness Policy)**

10. Provide opportunities for students for physical activity during the school day through physical education classes, walking programs and the integration of physical activity in the academic curriculum and daily recess activities.

Contributing to the fulfillment of the above-stated goals and in conformity with state statute, the Board requires that full-time students shall be provided a daily lunch program of not less than twenty (20) minutes. In addition, all students enrolled in grades kindergarten through six, inclusive, shall have included in the regular school day, a period of physical exercise, except that this requirement may be altered by a Planning and Placement Team (PPT) for a child requiring special education and related services according to state and federal law, as may be amended from time to time.

The Board shall establish a Student Wellness Advisory Committee to develop school district policies on nutrition and physical activity for recommendation to and approval by the Board.

The members of the Committee shall include, but need not be limited to, board members, school administrators, food service personnel, parents/guardians, students, physical and health education teachers, health care professionals and interested community members.

At the District level, the Board designates the School Principal with the operational responsibility for ensuring that the school meets the requirements of the district student wellness policy.

In addition, the Principal shall be responsible for the implementation and evaluation of the effectiveness of this wellness policy.

#### **Program Evaluation**

At the District level, the following procedure shall be used to evaluate the effectiveness of the wellness policy:

- The policy shall be continually reviewed, at least annually, with the Board of Education, to determine if it is meeting current needs and is workable in promoting healthy eating and physical activity.

At the School level, the implementation of the wellness policy will be evaluated as described below:

In order to evaluate the effectiveness of the school wellness program in promoting healthy eating and physical activity and implement program changes as necessary to increase the program's effectiveness, the Principal or his/her designee is responsible for ensuring that:

## INSTRUCTION

### Student Nutrition and Physical Activity (Student Wellness Policy)

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the District's age-appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training; and
7. Families and community organizations are involved, to the extent practicable, in nutrition education.

(cf.3542-Food Service)

(cf.3542.33-Food Sales Other Than National School Lunch Program)

(cf.3542.34-Nutrition Program)

(cf.3542.45-Vending Machines)

(cf.6142.6-Physical Education)

(cf.6142.61-Physical Activity)

(cf.6142.62-Recess/Unstructured Time)

(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.

10-215a Non-Public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation. Competitive foods.

## **INSTRUCTION**

### **Student Nutrition and Physical Activity (Student Wellness Policy)**

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, NO. 20, Tuesday, January 29, 1980, pp.6758-6772)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Policy proposed:  
11/05

Policy adopted:  
12/05

**Instruction**

**Exemption From Instruction**

State statutes require substance abuse education for all students annually and students are not exempt.

**Religious**

If the religious belief and/or teachings of a student or his/her parents/guardians 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/guardian must present a written request for exemption to the Principal stating the conflict involved.

**Medical**

If a student is unable to participate in a physical education class, he/she must present to the Principal or designee a statement from a physician stating the reason for his/her inability to participate.

**AIDS Instruction**

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

Legal Reference:            Connecticut General Statutes  
  
   10-16b Prescribed courses of study  
  
   10-19(b) AIDS education  
  
   10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught

Policy proposed:  
2/97  
Policy adopted:  
3/97  
Policy reaffirmed:  
9/03

## **Instruction**

### **Grading System**

The primary purpose of grading shall be to keep parents and students fully informed of student progress and to provide continuous and accurate records of each student's achievement for use in instruction.

The Board of Education shall approve the grading and reporting systems as developed by the Principal and faculty and upon recommendation of the Superintendent of Schools.

(cf. 5124 Reporting to Parents)

Policy proposed:

2/97

Policy adopted:

3/97

Policy reaffirmed:

9/03

## **Instruction**

### **Homework/Make-Up Assignments**

#### **General**

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the School Superintendent shall be used in course lesson planning, course objectives, and made available to students and parents.

#### **Individual Help**

Within limits prescribed by staffing availability and negotiated agreements, extra-help instruction will be provided for students in need of such instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re:  
Board of Education responsibility to develop homework policies.

Policy proposed:

8/03

Policy adopted:

9/03

## **Instruction**

### **Instructional Resources for Students—Live Animals in the Classroom**

To protect both students and animals, students shall not bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and the Principal.

Teachers may bring and maintain goldfish or tropical fish in suitable bowls or tanks, but turtles, birds, snakes, or other animals which might present a health hazard shall not be allowed without the approval of the Principal—and then only for class observation and study for a limited period of time.

Science teachers may have animals such as rats, mice, and frogs in appropriate facilities in or adjacent to laboratories for the purpose of class study and experimentation, provided that care is taken to prevent accident and/or unnecessary suffering to the animals.

Policy proposed:

3/97

Policy adopted:

4/97

Policy reaffirmed:

9/03

## Instruction

### Drugs, Tobacco, Alcohol

Because use of these harmful agents has a deleterious effect on the health and welfare of the users and far-reaching detrimental consequences to users, families, and society, efforts shall be made by staff to reduce student use of harmful drugs, tobacco and alcohol.

The professional staff shall be provided information and skills to acquaint them with problems of drug, tobacco, and alcohol use and in recognition of the symptoms of such use. At least annually, and as other appropriate opportunities arise, teachers in each grade shall emphasize the effect of alcohol, nicotine, tobacco and drugs on health, character, citizenship, and personality development—in both health education programs and in other contexts.

The Superintendent shall make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy; full cooperation with community agencies shall be given wherever such cooperation is advantageous to students.

(cf. 5131.6-Drugs, Tobacco, Alcohol)

Legal Reference:        Connecticut General Statutes

- 10-16b Prescribed courses of study.
- 10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
- 10-19a Superintendent to designate substance abuse prevention team.
- 10-19b Advisory councils on drug abuse prevention.
- 10-220 Duties of Boards of Education.
- 10-221 (d) Boards of Education to prescribe rules.

Policy proposed:  
1/97  
Policy adopted:  
2/97  
Policy reaffirmed:  
9/03



## **Instruction**

### **Academic Support**

The Board of Education supports the Title I Program which falls under the jurisdiction of Shared Services. The parents of children identified to participate in the Academic Support program will receive notification from the school indicating their child's eligibility for this support. Parents may meet with the classroom teacher and academic support teacher at any time to discuss their child's progress.

Legal Reference:           Improving America's Schools Act. P. L. No 103 382, Sec. 1112 Local Educational Agency Plans

Improving America's School Act (IASA), P.L. 103-382

Policy proposed:  
4/97

Policy adopted:  
5/97

Revision proposed:  
8/03

Revision adopted:  
9/03