



**Family Handbook
2021 – 2022**

University of Hartford Magnet School
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West Hartford, Connecticut 06117
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<http://uhms.crecschools.org/>

Capitol Region Education Council
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Hartford, Connecticut 06106
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Principal: Mr. Tim Barber
Assistant Principal: Mr. Ken Hurd
504 Coordinator: Mrs. Melissa Faienza
Title IX Coordinator: Mr. Ken Hurd

Executive Director: Dr. Greg Florio
Superintendent of CREC Schools: Mr. Tim Sullivan

In compliance with regulations of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the Disabilities Act of 1991, CREC has policies to ensure equal education opportunities for all students. Students have the right to participate fully in classroom instruction regardless of age, gender, race, religion, national origin, color, disability, marital status or sexual orientation.

Commission on
Human Rights and Opportunities
21 Grand Street
Hartford, Connecticut 06106
Telephone:
(860) 541-3400
Toll Free (CT):
1-800-477-5737

Office for Civil Rights/Boston
Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110
Tel: (617) 289-0111
Fax: (617) 289-0150

Culture of University of Hartford Magnet School

Description of School

The University of Hartford Magnet School is based on the theory of multiple intelligences, developed by Dr. Howard Gardner of Harvard University. This theory proposes that each person has the ability to develop different kinds of intelligence. Dr. Gardner has identified eight distinct types of intelligence:

- Linguistic
- Logical-mathematical
- Visual-spatial
- Musical
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Naturalist

Mission Statement

The University of Hartford Magnet School meets high standards and develops their full potential in traditional and expanded academic areas, as defined by Dr. Howard Gardner's Theory of Multiple Intelligences. The magnet school is a multi-faceted educational facility focused on individual learning styles and strengths that brings urban and suburban children, families, and faculty together to form a diverse, innovative learning community.

The Multiple Intelligences

Linguistic Intelligence: This intelligence involves sensitivity to spoken and written language and the ability to use language to accomplish certain goals. Lawyers, poets, speakers and writers are examples of people with high linguistic intelligence. Since this intelligence is typically valued in schools, classroom activities resemble learning that takes place in most traditional classrooms. Reading, writing, social studies, and science instruction help develop linguistic intelligence.

Logical-Mathematical Intelligence: This intelligence involves the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically. Mathematicians, logicians, and scientists depend on logical-mathematical intelligence. In the University of Hartford Magnet School, students develop this intelligence in both traditional math discovery, as well as in activities that challenge them to use logic.

Visual-spatial Intelligence: This intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for example, by pilots and navigators). It also involves the use of patterns of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects.) Students engaged in this intelligence may work on traditional art class skills, but also will explore the space they live in through "space awareness" activities.

Musical Intelligence: This intelligence features a curriculum that places a heavy emphasis on singing and on responding to and creating music. People who excel in musical intelligence may or may not seek or receive formal instrumental instruction. Rather, individuals with high musical intelligence experience music with greater clarity and are affected by music more deeply than those with less music intelligence. Students will develop musical life skills.

Bodily-Kinesthetic Intelligence: This intelligence enables an individual to be aware of her/his body as it exists in its own personal space, as well as how it functions in general space. Gymnasts, ballet dancers, and participants in various organized sports are examples of people who have high levels of bodily-kinesthetic intelligence. A curriculum rich in bodily-kinesthetic instruction develops a broad range of movement awareness. Athletic skills will be developed but, at the same time, students acquire a sense of movement as it relates to time, weight, space energy, and flow.

Interpersonal Intelligence: This intelligence features a person's ability to understand the intentions, motivations and goals of other people. It also focuses on one's ability to relate effectively to and work effectively with others. Educators, clinicians, salespeople, religious leaders, politicians and actors all need well-developed interpersonal intelligence.

Intrapersonal Intelligence: This intelligence involves the ability to understand oneself and to have an effective working model of oneself – including one’s own goals, strengths and weaknesses. Intrapersonal intelligence involves the ability to use the knowledge of oneself effectively in regulating one’s own life. Activities that engage students in reflection enhance this intelligence.

Naturalist Intelligence: This intelligence manifests itself when an individual comes in contact with nature. It involves activities such as spending time outdoors, identifying plants and animals, collecting rocks, and creating nature scrapbooks. Making comparisons and classifying objects from nature help develop this intelligence.

School Charter

At the University of Hartford Magnet School,

We are a

Respectful

Responsible and

Safe

Learning community.

Vision Statement

Developed by the UHMS Staff

“At UHMS we build and sustain positive relationships, setting high expectations, so that our students become life-long learners, with a growth-mindset and have the skills and perseverance to be productive members of society.”

CREC’s Diversity Statement

Capitol Region Education Council (CREC) Magnet Schools is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion.

In accordance with CREC’s mission of equity, excellence, and success for all through high-quality educational services, our staff and students commit to participate in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships. Moreover, CREC Magnet Schools staff and students strive to understand and confront the symptoms and causes of systematic oppression—ranging from implicit biases to microaggressions to discriminatory policies, practices and traditions—that benefit privileged groups.

While at CREC Magnet Schools, staff and students commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.

Attendance Policy and Procedures

Attendance

Connecticut state law requires parents to make sure that their children between the ages of 5 and 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These laws and regulations are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

“A student is considered to be ‘in attendance’ if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.” (CT State Board of Education)

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the sending school district offices.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on the sending district provided form to leave school at age 17.

UHMS Attendance Procedures

- School begins at 8:40 a.m.
 - Any student arriving after 8:40 am will be marked “Tardy.”
 - Students arriving late because of a late-arriving bus will not be marked tardy.
- School dismisses at 3:35 pm.
 - Any student dismissed prior to 3:35 pm will be marked “Dismissed Early.”

Truancy

A student age five to eighteen, inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

- Four absences in one month may result in an attendance meeting with administration.
- Ten accumulated absences may result in an attendance meeting with administration.
 - The goal of the attendance meeting will be to create an action plan to support the student’s regular attendance at school. The school psychologist, social worker and/or school nurse may be in attendance to support the creation of the plan.
 - The goal of this meeting is to work collaboratively with the family. If, however, the parent/guardian does not support the effort to address the attendance issue, the school may seek further support from outside agencies/resources.
 - A Family with Service Needs petition may be filed by the magnet school in compliance with state regulations.

Excused Absence

A student’s absence from school shall be considered “excused” if documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials. Parents/guardians can either send in a written note to or speak with the school nurse to document their child’s absence.
- B. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence
 2. Students observance of a religious holiday
 3. Death in the student’s family or other emergency beyond the control of the student’s family
 4. Court appearances which are mandated (documentation required)
 5. The lack of transportation that is normally provided by the district other than the one the student attends
 6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines

Other

1. Per guidance provided by the CT State Department of Education in May 2013, “absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence.” (i.e.: in the case of an inclement weather situation.) No parental note is needed in this circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent’s office 10 days prior to the trip.

Unexcused Absence

A student’s absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition for an excused absence (see above) or
- B. The absence meets the definition of a disciplinary absence.

School Hours, Delayed Openings, Emergency Early Dismissals, and Closings

School Hours

Pre-K	8:40 a.m. - 2:35 p.m.
Kindergarten - Grade 5	8:40 a.m. - 3:35 p.m.

Early Release

Pre-K	8:40 a.m. - 12:10 p.m.
Kindergarten - Grade 5	8:40 a.m. - 12:10 p.m.

Morning Drop-Off

Pre-K & Kindergarten

- Park your car in our lot
- Walk your child to the outside door of your child's classroom. UHMS staff will be outside to assist you.

1st - 5th Grades: Must Enter University Lot A (first right hand turn after entrance booth)

You may either:

1. Park your car and walk your child to the main entrance **OR**
2. Drop off your child with a UHMS staff member at the large white tent at the far end of Lot A. Please do not drop off your child unless there is a UHMS staff member present.

If it is after 8:45 and there are no UHMS staff, you need to park your car and walk your child to the main entrance. Please do not drop students off unaccompanied.

MAJOR CHANGES TO DROP-OFF AND PICK-UP PROCEDURES

- **ONLY Pre-K and Kindergarten families are allowed in our parking lot for drop-off and pick-up. Blue Parking Sticker.**
 - PreK and Kindergarten families must park your car and walk your child to the outside door of your child’s classroom.
 - PreK and Kindergarten families must park your car and walk to the outside door of your child’s classroom for pick-up.
- **1st – 5th Grade MUST enter Parking Lot A for drop-off and pick-up. Light Brown Parking Sticker.**
 - **DROP-OFF** Students will be dropped off at the top of the stairs and will walk to the building. Staff will be posted to help guide students along the way.

- You can walk your child/ren to the Main Entrance, if you desire.
- **PICK-UP** Students will be walked to Parking Lot A by our staff.
- **If you have multiple children, and one is in PreK or Kindergarten, you will follow the procedures for PreK and Kindergarten above. Blue Parking Sticker.**
 - **DROP-OFF** Your child in 1st-5th grade will enter the building through the Kindergarten classroom.
 - **PICK-UP** Your child in 1st-5th grade will meet you in the Kindergarten sibling's classroom.
 -

After 8:45, you must walk your child to the Main Entrance, ring the buzzer and instructions will be provided.

Afternoon Dismissal

Please make sure that your child knows how she/he will go home each day. Dismissal is an incredibly busy time and changes to your child's regular dismissal plan must be communicated to us either in writing or via phone. All calls to change transportation plans must be made **NO LATER than 2:30 PM** (full school days) and **11:00** (early dismissal days) by calling the front desk (860) 236-2899, extension 2600. **For safety reasons, we will not accept any changes to dismissals plans after these times.**

Pre-K Pick-Up at 2:35

- Park in our lot
- Pick up your child from outside the classroom door

Kindergarten Pick-Up

- Park in our lot, as long as you have a blue sticker
- Pick up your child from outside the classroom door

Kindergarten & Older Sibling Pick-Up

- Park in our lot, as long as you have a blue sticker
- Pick up your children from outside the Kindergarten classroom door
- Older siblings will be with your kindergarten child in the kindergarten room

Kindergarten & Pre-K 3:35 After-Care Sibling Pick-Up

- Park in our lot, as long as you have a blue sticker
- Pick up your Kindergarten child outside the Kindergarten classroom door
- Pick up your Pre-K After-Care child from the After Care Door/Playground. The Pre-K playground is to the left of the main entrance of the school.

1st – 5th Grade Pick-Up

- If you have a child/ren 1st – 5th grades:
 - Park in Lot A
 - Stand on grass near the white tent
 - Students will be released to you from the white tent

Early Release Days – Pre-K

On Early Release Days, all students (PK – 5th) are dismissed at the same time. Follow the same Pick-Up Procedures as written above. Please see your child's teacher with any questions.

Drop-Off and Pick-Up Reminders

- When entering the parking lot, only a right hand turn is permitted.
- **Never** pull into the bus circle after 8:00 a.m. or after 3:00 p.m.
- Hold your child's hand when walking through the parking lot.
- **Never** leave your car unattended.
- Put your cell phone away and be alert to all traffic issues and pedestrian safety.
- Follow all staff/security guard requests.
- Have your children stay by your side – regardless of their age – while in the parking lot.
- **Please tell every designated driver of these safety rules.**

Before Care Program During Delayed Opening

The Before Care Program will open according to the below schedule on delayed openings:

Example:

- One Hour Delay: Before Care will begin at 8:40
- 90 Minute Delay: Before Care will begin at 9:10
- Two Hour Delay: Before Care will begin at 9:40

After Care Program During Emergency Early Dismissals

The After Care Program will NOT be in session on the afternoon of an Emergency Early Dismissal. Please make arrangements to pick up your child as soon as possible.

RSCO TRANSPORTATION EMERGENCY CLOSING INFORMATION 2020-21 SCHOOL YEAR

HOW ARE YOU INFORMED

Schools use an automated notification system to alert families by phone calls, text messages, and e-mails of school delays, closings, and early dismissals. Families may also find this information in live broadcasts and websites on local radio stations and television channels (WFSB-3, FOX61, WTNH-8, and NBC30).

DELAYED OPENINGS

To calculate your child's pick-up time, if there is a delayed start to the school day, take your normally scheduled pick-up time and add the amount of the delay (for example: 7:10 a.m. pick-up time, with a 90-minute delay would be 7:10 plus 90 minutes, or an 8:40 a.m. pick-up time for the delayed start). Please arrive at your bus stop at least 10 minutes before the calculated pick-up time, and be prepared to wait up to 10 minutes after the calculated pick-up time since buses may be running off schedule.

EARLY DISMISSALS

Emergency dismissal: Schools that dismiss early due to an emergency will most likely use their designated early release dismissal time.

Inclement weather dismissal: Transportation will be provided based on the following early dismissal times:

Elementary School at 12:10 p.m.

SCHOOL CLOSINGS DUE TO WEATHER

During inclement weather, transportation may not be available if the school district in which your school is located is closed.

When **Hartford School District** is closed due to inclement weather, RSCO will not provide transportation for students that attend a school in Hartford; and RSCO will not provide transportation for students that live in Hartford and attend a school outside of Hartford.

QUESTIONS & ANSWERS

If my child's school is closing early due to an emergency concern, do I have to pick up my child from school?

- No, you do not have to pick up your child from school. Your child will be transported back to their regular bus stop.

Does my child have transportation if a school on my child's bus route is closed, but my child's school is open?

- Your child will have their normal transportation and the bus will not stop at the closed school.

How can I find my child's bus route?

- Visit crec.org/transportation/rSCO or call 860-524-4077.

Who do I contact if I have questions?

- Please contact RSCO Transportation Customer Service at rscotransportation@crec.org or 860-524-4077.

Policies and Procedures

Admission/ Registration

1. The following towns are participating districts of the University of Hartford Magnet School: Avon, Bloomfield, Farmington, Hartford, Simsbury, West Hartford and Wethersfield. All other towns are included in Parent Choice.
2. A lottery will be held by the Regional School Choice Office, www.choosecrec.org.
3. Preference will be given, but not guaranteed, to siblings of current PK – 4th grade students at UHMS, provided the application is received before the application deadline. Current students are defined as students enrolled in the school during the same year in which the sibling is enrolled and share a legal guardian and address with the sibling. Limitations based on class size will always take priority over sibling preference.
4. **Registration Requirements**
 - Two documents showing proof of residence, such as a utility bill and lease/mortgage;
 - Birth certificate/passport may be used for proof of birth (if child is coming from outside the U.S.);
 - A copy of the child's most recent report card (if applicable);
 - Current Health Record with Immunizations
 - Residency Verification form (suburban residents only)

Animals in School

In accordance with CREC policy (6163.3) as well as a directive from the CREC Medical Director, “no student shall bring any live animal, whether pet or wild, to any classroom without prior consent of the teacher and Principal, in order to protect both the animal and the students. 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 prior approval of the Principal and then only for class observation and study for a limited period of time.”

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

Birthdays

Your child's birthday will be acknowledged with a birthday bookmark, certificate, pencil and announcement during morning announcements. Please do not send in any food for celebrations due to the various food allergies and medical conditions.

Party invitations are not to be distributed at school. Please send invitations via US Mail or email.

Celebrations

Classroom celebrations involving food are not allowed. Due to various food allergies, as well as medical conditions, treats must not be brought into school.

Cell Phone/Valuables Policy

Parents and students should be aware that bringing valuable items to school increases the risk that the item could be lost or stolen. Students should leave valuable items at home.

Students are not permitted to use cell phones during the school day. If a student is using a cell phone during the school day, the phone will be confiscated and the parent/guardian will be notified.

Change of Address, Home or Work Telephone Numbers

If you move or change your telephone numbers (home, work or cell), please notify Deb Wilcox **immediately** at 860.236.2899, extension 2635. It is important that we have the most updated contact information on file.

Cheating/Plagiarism (Academic Dishonesty)

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism. Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating will take into account the grade level of the student and the severity of the misrepresentation.

Contacting Teachers

Faculty may not be interrupted during teaching hours. Please leave a voice mail or email unless it is vital to contact the teacher immediately. In this case, call (860) 236-2899, ext. 2615 and the office staff will contact the teacher with your message.

Dress Code

Student dress may be regulated and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

*Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorousness, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited.

Emergency Evacuation

In the unlikely event of an emergency evacuation from University of Hartford Magnet School, students will be go to the Gengras Student Center located at the University of Hartford. **This arrangement is not to be confused with the procedure for a closing of school due to inclement weather.**

English Language Learner Students

For those students for whom English is a second language, all CREC Magnet Schools have a program to assist in the development of speaking skills and literacy in English and in mastering the same academic content required of all other students, e.g. language arts, literature, mathematics, science and social studies. If you believe your child needs assistance with English as a second language, please contact the CREC Director of English Language Learners Services.

Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Carlos Figueroa is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Family life education

Policy 6142.1 Summary:

- Family life education shall help students acquire knowledge, attitudes and values which will contribute to the well-being of individuals, families and society.
- Students and parents or guardians shall be informed of their right to exempt the student from the family life program.

Field Trips

As part of the enrichment program of the school, field trips are designed to extend the learning experiences of the students. Such trips are carefully planned and supervised by teachers and are frequently assisted by parents. Most admission costs and some fees are not covered. Detailed information and a permission slip will be sent home for each trip to be signed by parents

and returned. Signed permission slips must be turned in for your child to participate...verbal permission is not sufficient. **Students who do not have a signed permission slip will not be allowed to attend the field trip.** Scholarships are available upon request.

Any student whose behavior is considered detrimental to the well-being of other students while on a field trip may be prohibited from participation by the principal.

Fire Drills and Lock-Down Drills

Fire and Lock-Down drills are held at regular intervals as required by state law. Students must follow teacher directions during these drills.

Holiday Observances

CREC schools welcome cultural celebrations as they help to strengthen bonds between school life, families and communities. While significant classroom time is generally not devoted to holidays, recognition of seasons and cultures from an educational point of view are integrated through our arts programming. Additionally, the CREC calendar honors particular national holidays throughout the school year.

Health and Safety protocols

Policy 3516.1 Summary:

- Safety protocols will be established specific to COVID and are expected to be adhered to for all CREC sanctioned activities.

Homeless Students

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a “fixed, regular and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the school Liaison for Homeless Students, Margy Clark, or the CREC District Liaison, Carole Kerkin.

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school.

Lost and Found

A lost and found table is located inside the Main Entrance. Items are kept for a week and then donated to charity. When possible, it helps to have students’ names on items brought to school.

Meals

Breakfast and lunch will be free to all UHMS students for the 2021-2022 school year. This allows each child to receive a free breakfast or free lunch on a daily basis. In order for the meal to be free, the entire meal must be taken by the child. Therefore, if a child wants only one or two items, a charge will be incurred. If you have any questions, please reach out to Deb Wilcox at dwilcox@crec.org. Students may elect to bring their lunches from home or have school lunch. Lunches brought from home WILL NOT be heated in any microwave at school. We discourage fast foods (McDonalds, Taco Bell, etc.) in the cafeteria. Carbonated drinks are not allowed in the cafeteria or for snack in the classroom, nor are glass containers.

In order

- **Student nutrition and physical activity**
Policy 6142.10 Summary:
- In accordance with federal and state law, it is CREC’s policy to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served to

meet or exceed the stricter of either the federal nutritional guidelines issued by the U.S. Department of Agriculture or the “Connecticut Nutrition Standards for Foods in Schools”.

- In developing goals for nutrition promotion and education, physical activity, and other school based activities that promote student wellness, CREC will, as required, review and consider evidence-based strategies and techniques.

Media access to students

Policy 1112.5 Summary:

- School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools.
- Other than activities attended by the general public (i.e. sporting events), media representatives shall be required to report to the administration for prior approval before accessing students.
- Parental/guardian permission must be obtained for students to be interviewed, photographed or videotaped by the media other than for events attended by the general public.
- Parents/guardians who do not want their student interviewed, photographed or videotaped by the media shall inform the school principal.

Military Families

In June 2008, a memorandum of agreement was established creating a partnership between the Department of Defense and the Department of Education to support the education of military students. CREC recognizes that for those active duty members, Department of Defense civilians and those activated or deployed National Guard and Reserve members the phases of pre-deployment, deployment, reunion or post-deployment can be challenging to families and children. We can help. Please contact your school’s Parent Liaison, Terri Delahanty, if we may be of assistance to you.

Parent Conferences

Parents are encouraged to become partners in their child’s educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules.

UHMS has three marking periods. Progress Reports are distributed during scheduled parent-teacher conferences after the close of the first two marking periods. Final report cards are sent home with students on the LAST day of school. Below is the schedule of UHMS’ marking periods and schedule parent-teacher conferences.

Marking Periods	End of Marking Period	Parent-Teacher Conferences
Parent Intake Conferences		September 22 nd – 24 th 12:10 pm dismissal
First	December 3, 2021	December 8 th – 9 th 12:10 pm dismissal
Second	March 11, 2022	March 16 th – 17 th 12:10 pm dismissal
Third	June 14, 2022	Report Cards will be emailed on last day of school.

Parent Involvement/Communications

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most

of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

Party Invitations

Party invitations are not to be distributed at school. Please send invitations via US Mail or email. Family contact information can be found in the Family/Student Directory. If a family does not include their contact information in the Directory, the school cannot share this information.

Pesticide Application

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact Douglas Rogers.

Policy 3524.1 Summary:

- The Capitol Region Education Council has adopted an Integrated Pest Management (IPM) policy for pest control within our buildings and grounds.
- 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 application in school buildings and on school grounds.

Physical Activity

All students enrolled in elementary school shall have included in the regular school day, time devoted to physical exercise, of not less than twenty minutes in total. This requirement may be altered by a Planning and Placement Team (PPT) or 504 Meeting for a child requiring special education, related services, or accommodations.

This daily period of physical activity for elementary school students can be a combination of planned physical education classes, recess, and/or teacher-directed classroom activities.

Students may not be required by school employees to engage in physical activity as a form of discipline during the school day. This restriction does not apply to brief period of respite/time-outs, referrals to a building administrator, or for safety reasons.

Progress Reports

The purpose of the Progress Report is to give the parents/guardians a clear understanding of how the student is progressing academically, as well as an understanding of the factors that may contribute to the student's success. Progress report are distributed and discussed at Parent conferences in December and March. Final progress reports are sent home on the last day of school with the students.

Promotion, Retention and Placement

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously the teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent,

through written progress reports and parent-teacher conferences. Parents must be informed by March 15 if retention or acceleration is being considered. ***The final decision regarding placement or retention will be made by the principal.***

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

Student Records

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

Directory information

Policy 5145.15 Summary:

- Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge or consent of the parent or legal guardian of the student or by the student who has attained majority status.
- Parents or students may choose to have their directory information removed from one or more the specific activities without jeopardizing other activities.

Suicide Intervention/Prevention

The University of Hartford Magnet School 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, UHMS will direct school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment and counseling.

The UHMS administration will identify social service agencies, mental health clinics, and other community resources that have expertise in the problem of youth suicide for the purpose of developing education and referral sources for UHMS.

Teacher and Paraeducator Qualifications

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

Transportation

Bus Transportation

Transportation to Connecticut public inter-district magnet schools is provided to all K – 5 students at no cost to parents. Transportation for students coming from the six school districts outside the school's home community of Hartford is funded by the State Department of Education. Bus stops are established with the convenience of parents and students in mind and bus routes are designed with the goal of keeping each student's commuting time to a minimum.

Please see www.choiceeducation.org for more information on transportation to and from magnet schools.

Changes in a Student's Transportation

If there is a change in your child's normal afternoon transportation, send a signed note to their classroom teacher with the change and date(s) of change. While a note is the best way to ensure proper, timely notification to our staff of a change, we certainly understand that a situation may develop where this is not possible.

Please make all transportation changes NO LATER than 2:30 PM (full school days) and 11:00 (early dismissal days) by calling the front desk (860) 236-2899, extension 2600

Transportation Complaints

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Legal Requirements for Transporting Children

- Please see www.ctsafekids.org to learn more about 'Child Passenger Safety Laws'. Some highlights from this site are:
 - Toddlers must ride in a car seat.
 - Children must ride in a car seat/booster seat until they reach 7 years old **AND** 60 pounds.
 - Children riding in booster seats **MUST** wear a lap **AND** shoulder belt.
- For the safety of your children, please follow these legal requirements and the offered suggestions. If you need assistance in finding the proper equipment, please feel free to contact us...we are here to help.
- For purposes of 'Valet' PM Pickup, if you do not have the required equipment in your car, you will need to pull over and put your child in your car...UHMS staff will not place your child in the car.

Protection of undocumented students

Policy 5111.3 Summary:

- All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of their immigration status or that of their family members.
- CREC personnel shall not take any steps that would deny students access to education based on their immigration status or that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in Plyler v. Doe, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.
- If any member of the CREC community (including students, families, or staff) has questions about their immigration status, CREC employees shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, employees shall refer them to state and/or local non-profit immigration law organizations.
- It is the general policy of CREC not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit.

School uniform (For elementary and schools with no dress code)

Regulation 5132.1 R Summary:

- The decision to implement school uniforms shall be made by the Executive Director or his/her designee, with input from administration, staff, and parents/guardians.
- The school shall communicate information to parents/guardians regarding the uniform policy, including its rationale, benefits to students, and specific information.

Visiting the School

In following State and Local guidelines, regarding Covid 19, we are not allowing visitors into the building for the 2021-2022 school year.

Positive Behavioral Interventions and Supports (PBIS)

University of Hartford Magnet School implements Positive Behavioral Interventions and Supports (PBIS), a district-wide initiative. The purpose of PBIS is to teach students school-wide expectations to maintain a respectful, responsible and safe school environment. This school-wide approach will not only maintain and improve our positive school climate, but also maximize the achievement of all students.

A matrix of positively stated expectations for all students and staff has been created and can be found on page 14. To ensure a consistency of expectations, positive recognition, and re-teaching, common lesson plans have been created and taught to all students.

There are procedures to encourage and recognize the demonstration of these expectations, as well as, to discourage inappropriate behaviors.

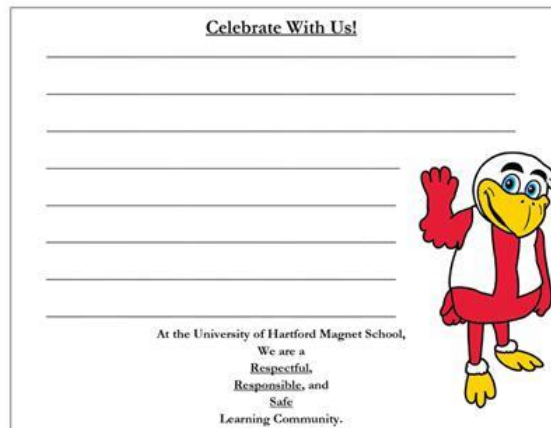
Procedures to Encourage and Recognize Expected Behaviors

Hawkeyes: A Hawkeye is a way to recognize students who exhibit the explicitly taught behaviors in any setting at school. The purpose of the “Hawkeye” is to promote positive interactions between all community members. Any UHMS staff member can hand out a Hawkeye to recognize and encourage positive choices.



Postcards

A “Postcard” is our way of communicating to students and families how much we value their hard work and commitment to demonstrating Respectful, Responsible and Safe behaviors. The students will receive them in the mail. Celebrate with them by posting them in your house.



Procedures to Discourage Inappropriate Behaviors

Students at UHMS are explicitly instructed in the behavioral expectations for each setting within the school (recess, classroom, hallways, bathroom, etc). Behaviors not meeting the expectations are classified as either “Classroom Managed” or “Office Managed.”

Classroom Managed Behaviors include behaviors that are mild incidents of behavior that do not cause harm or great disruption. Staff will remind the student of the expected behavior. If the behavior persists, the staff member will re-teach the expectation. If the behavior continues, the staff member will again re-teach the behavior, complete a Behavior Data Tracking Form and have the student complete a Reflection Sheet. A consequence will be given to the student at the teacher’s discretion.

Office Managed Behaviors include incidents of behavior that cause great disruption or involve harmful physical contact (aggression, disrespect, etc.) The staff will fill out a Behavior Data Tracking Form to document the incident and send it to the office for immediate administrative action. Parent/Guardians will be informed.

University of Hartford Magnet School
Behavior Matrix

School-Wide Expectations	Classroom	Hallways	Bathroom	Cafeteria	Recess	Agora	Bus	Dismissal Areas
<u>I am Respectful:</u> To treat others the way I want to be treated.	<ul style="list-style-type: none"> • Use kind words • Use quiet voice • Follow teacher directions the first time • Wait my turn to speak 	<ul style="list-style-type: none"> • Face forward • Use walking feet • Keep hands, body and objects to myself • Keep voice off • Use silent waves 	<ul style="list-style-type: none"> • Clean up after myself • Wait for turn quietly • Knock before turning the door knob 	<ul style="list-style-type: none"> • Use table manners • Follow adult directions • Sit properly in seat • Raise hand to get up 	<ul style="list-style-type: none"> • Use kind words • Take turns • Follow teacher directions the first time 	<ul style="list-style-type: none"> • Sit and stay on bottom quietly • Keep eyes on speakers • Listen, watch, participate and wait politely • Keep voice off when others are speaking 	<ul style="list-style-type: none"> • Use kind words • Follow adult directions the first time • Use quiet voices 	<ul style="list-style-type: none"> • Enter and exit areas with voice off • Ask permission to leave line • Follow teacher directions the first time • Stay seated on my bottom while waiting
<u>I am Responsible:</u> To do what I am supposed to do when I am supposed to do it.	<ul style="list-style-type: none"> • Follow rules and routines • Do my best • Listen when others are speaking 	<ul style="list-style-type: none"> • Have a hall pass and go directly to destination • Keep my place in line 	<ul style="list-style-type: none"> • Use bathroom quickly and quietly • Wash and dry hands • Put trash in garbage 	<ul style="list-style-type: none"> • Line up for food quietly • Clean up after myself 	<ul style="list-style-type: none"> • Clean up outdoor items • Line up quickly and quietly • Help others when needed 	<ul style="list-style-type: none"> • Stay seated • Enter and exit with voice off • Leave possessions in classroom 	<ul style="list-style-type: none"> • Sit in my seat • Keep my belongings to myself 	<ul style="list-style-type: none"> • Listen or watch for my name or bus number • Wait quietly and patiently • Keep my belongings to myself • Line up quickly and quietly when called
<u>I am Safe:</u> To take care of myself and others so no one gets hurt.	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use property and materials carefully and correctly 	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use walking feet • Face forward 	<ul style="list-style-type: none"> • Keep soap and water in sink • Wash and dry hands • Only one person in bathroom at a time 	<ul style="list-style-type: none"> • Stay seated • Keep hands, body and objects to myself • Keep my food and drinks to myself 	<ul style="list-style-type: none"> • Keep my hands, body and objects to myself • Use and share equipment the right way • Stay in the assigned area 	<ul style="list-style-type: none"> • Take my seat quickly and quietly • Keep my hands, body and objects to myself 	<ul style="list-style-type: none"> • Stay in my seat until it is my turn to leave the bus • Keep my hands, body and objects to myself 	<ul style="list-style-type: none"> • Stay seated until my name or bus number is called • Keep my hands, body and objects to myself

Code of Conduct and Behavior Expectations

Behavioral Expectations

CREC Magnet Schools cultivate the mind, body and heart of each student. We have a shared vision and coordinated plan for promoting, enhancing and sustaining a positive school climate. Each member of the faculty and staff understand their individual role while applying a systematic approach to developing an environment that fosters optimal academic engagement for all students.

CREC Magnet School parents and staff work together to:

- Promote a positive and successful educational experience for every child
- Embrace diversity
- Ensure students are college and career ready
- Foster self-confidence and self-discipline in our students
- Connect success in school to future successes in life
- Develop global awareness
- Guide students through conflicts, encourage them to restore trust and rebuild relationships
- Value and support students through disciplinary issues

CREC Magnet School students will:

- Demonstrate honor, respect and responsibility in their actions and decisions
- Embrace diversity
- Develop self-confidence and self-discipline
- Connect success in school to future successes in life
- Develop global awareness
- Reflect on conflict and seek ways to restore trust
- Work with teachers, administrators and parents when school rules are violated to restore environment and relationships

CREC schools serve a common purpose: to create learning environments that are uniquely designed to encourage innovation, exploration and excitement of knowledge. We believe that strong academics are positively linked with appropriate learning behaviors while students are in school. We expect school rules to be followed and will work in partnership with students and families should an issue arise, adhering to CREC Policy 5144 which can be found at:

<http://www.crec.org/about/policy.php?series=5000>.

This code of conduct is in place to support and keep all community members safe. When a student is unsafe and/or disruptive, every attempt will be made to stabilize the situation. If these attempts are unsuccessful, further actions will be taken.

When a student has been removed from class due to significant and disruptive behaviors, parents/guardians may be required to immediately pick up their child from school. Parents/guardians must attend a reentry meeting before the child is allowed to return to his/her classroom.

Bullying, Harassment, Hazing

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable**

fear of harm to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Mr. Hurd, **Safe School Climate Specialist**, for review and action. A copy of this school's safe school climate plan may be found with Mr. Hurd. The complaint procedure is also posted on the District's website and the school website.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

The University of Hartford Magnet School utilizes the term “**Acts of Meanness**.” Parents are urged to reinforce with their child(ren) that if he/she is treated meanly or sees an act of meanness toward someone else, he/she should report this behavior to a teacher or administrator. To maintain a productive and positive learning environment, the Administration will make every attempt to halt any act of meanness which they become aware of by calling attention to this policy or by direct disciplinary action, if necessary. Please contact our Safe School Climate Specialist with any questions.

The district's program

1. Permits anonymous reports of bullying by students and written reports by parents or guardians;
 - a. UHMS utilizes the term “**Acts of Meanness**” and has designated a box in the library where students can anonymously report such acts.
 - b. Parents/guardians contact the Safe School Climate Specialist.
2. Requires teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students' anonymous reports;
4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there;
5. Requires each school to have an intervention strategy for school staff to deal with bullying, including language and bullying in student codes of conduct; and

6. Requires notice to parents or guardians of all students involved in a varied act of bullying. The notice must describe the school's response and any consequences that may result from further acts of bullying.

Child Abuse

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraeducators and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons, capable of threatening or causing injury or death may be brought onto school grounds. "Look-a-like" weapons which may evoke a response causing bodily harm are prohibited. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school activity will be expelled from school.

Reference: PA 94-331 amended C.G.S. 10-233d and requires expulsion of a student who brings a deadly weapon to school.
PA 95-304 amended C.S.G. 10-233a through 10233f and requires expulsion of a student for a calendar year if the student is found to be in possession of a deadly weapon on school grounds.
PA 96-244 adds martial arts weapons possession as cause for expulsion (C.G.S. 10-233d)

Sexual Harassment

Sexual Harassment will not be tolerated among students of the school district. Any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of CREC. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Smoking

Students shall not smoke or use tobacco products on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law.

Substance Abuse

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the disciplinary actions.

Nurse's Office

Administration of Medications

Parents of students requiring medication during school should contact the Margy Clark, our school nurse. Special forms are required to permit the administration of medicine in school. They are available from Mrs. Clark. Doctor's offices also have these forms. Forms must be signed by the parents/guardians and the Doctor. All medication must be in original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a signed statement that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician's, dentist's or advanced practice registered nurse's statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an epipen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and to protect the child against serious harm or death. A written authorization of the parent/guardian is required.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a Connecticut licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physical are required.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Communicable Disease Policy

If your child has a fever (100° or higher), please keep him or her at home until he or she has been free of fever for 24 hours. If your child has been vomiting and or has been having diarrhea, please keep them home until 24 hours after their last episode.

The following illnesses may require students to be sent home by the nurse:

- Vomiting and/or diarrhea – student may return 24 hours after last episode
- Fever (100° or higher) – student may return after 24 fever free hours
- Severe or continuous cough
- Rash on body or face

- Conjunctivitis (pink eye) – student may return after 24 hours on medication and a note from the physician
- Impetigo (bacterial skin infection) – student may return after 24 hours on medication and a note from the physician
- Strep – student may return after 24 hours on medication and a note from the physician
- Lice – student may return after receiving treatment for the lice. Proof of treatment is needed by the school nurse (empty labeled treatment bottle) as well as examination by school nurse. The school will notify parents if there are numerous cases of lice in the classroom.
- Scabies – student may return after 24 hours of treatment and a note from the physician. The nurse will notify parents if there are numerous cases of scabies in the classroom.
- Ringworm on the body – student may be at school while being treated for ringworm. Antifungal treatment must be in place and the area must be covered while at school either by clothing or band aid. The nurse will notify parents if there are numerous cases of ringworm in the classroom.
- Ringworm of the scalp – student may return to school after 24 hours on prescribed medication and a note from the physician. The nurse will notify parents if there are numerous cases of ringworm in the classroom.
- Fifth's Disease – student will be allowed in school except if feverish.
- Chickenpox and other childhood illness – student allowed in school per consent of physician.

If your child has any other illness, please report it to the school nurse.

Emergency Medical Treatment

Parents/Guardians are required to complete the emergency contact forms on a yearly basis. This form gives details of contact information as well as physician, hospital of preference, medical conditions, permission to administer CREC's standing orders, permission to use Tylenol and Tums, and insurance company and numbers. It is important that a parent contacts the school if there are any changes to any of the information on the forms. **This form is of utmost importance for your child's safety.**

Illness

If your child is sick or will not be in school for any reason, please contact the nurse at 236-2899 x2636 between the hours of 7:00 AM and 9:00 AM. Please leave your child's name, teacher's name and reason for the absence. If you need the nurse to contact you, please leave a phone number.

Immunizations and Physicals

Kindergarten – 5th Grade

In order to provide the best educational experience, school personnel must understand your child's health needs. School health forms request information from you (Part I) which will also be helpful to the health care provider when he or she completes the medical evaluation form (part II). State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C.G.S. Secs. 10-204a and 10-206). An immunization update and additional health assessments are required in the 6th or 7th grade and in the 9th and 10th grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

Pre-kindergarten

In order to provide the best experience, early childhood providers must understand your child's health needs. The health form requires information from you (Part I) which will be helpful to the health care provider when he or she completes the health evaluation (Part II). State law requires complete primary immunizations and a health assessment by a physician, an advanced practice registered nurse, a physician assistant, or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to entering an early childhood program in Connecticut.

Vision and hearing screenings are conducted for K, 1, 3,4, and 5th Grade pupils annually. Results of these examinations are noted on the child's cumulative health record. The nurse will notify the parent if a child has not passed any of the screenings. The parent is always welcome to request additional vision and hearing screenings. Fifth grade students will be screened for scoliosis (curvature of the spine).

Outdoor Recess Policy

Please make certain your child comes properly dressed for outside recess. If a child is well enough to attend school, he or she is expected to go outdoors for recess, unless there is a note from the physician. If a child has a cast or is on crutches and has been medically excused from Bodily-Kinesthetics, then they will also be excused from recess, per doctor's note.

We will have recess outdoors unless it is 20° or below or there are severe snow/wind/ice factors. In cases of extreme heat, the nurse will determine if outdoor recess is allowed.

WELCOME TO THE UHMS LIBRARY MEDIA CENTER

UHMS Library Schedule and Classes: Every Prekindergarten – 5th grade class visits the UHMS Library each week.

Pre-K classes come with their teacher for 30 minutes of story fun and related activities designed to engage our youngest learners in the joy of read-alouds while expanding their listening, vocabulary, conversational and other fundamental literacy skills.

K – 5 classes have Library once each week for 35 minutes. While the majority of the class period is instructional, students are afforded time to check out books. Students are routinely exposed to a variety of genres (types) of reading materials with a multitude of purposes. For example, we explore authors, poetry, reading for information; we connect and discuss literature from around the world; we connect characters to our own lives, we compare and contrast similar stories, etc. Students may also have classes in which they explore the concept of information searching, using reference resources (encyclopedias, dictionaries, atlases, etc).

Upper grades learn about online information searching and internet safety. 3rd – 5th graders take part in a variety of digital citizenship lessons, such as digital etiquette, staying safe online and cyberbullying. 4th and 5th graders participate in a variety of activities involving the Connecticut Nutmeg books. In all Library classes, there are two primary goals:

- 1) To encourage students to become life-long learners and readers as the fundamental building block of future success and
- 2) To develop respectful and responsible students capable of cooperation, critical thinking and problem solving as they progress through their school lives

Book Check Out: Kindergarteners and 1st graders are able to check out one Library book each week (provided that the previous week's selection is returned). 2nd graders – 5th graders are able to have 2 books out at any given time; for each book returned, another one may be checked out. Please note that Library books are due the following week on the day the student has Library. Students in 2nd – 5th grades are allowed to renew a book by bringing it in on the day it is due and placing a renew slip inside the book (provided by classroom teachers) and returning it as usual. During the student's Library class that day, the renewed book is returned to him/her. Chapter books are usually allowed to be renewed multiple times if a student is still enjoying AND reading them.

K – 5 students are responsible for bringing their Library books into school on the morning the book (s) is (are) due and placing it (them) in their classroom Library crate as soon as they enter the classroom **and** prior to 8:50 am. Students learn that they themselves must remember to take Library books out of book bags/back packs and place them in the Library crate as part of our school philosophy to develop responsible, respectful learners. Due to the large number of UHMS students and classes coming to the Library each day, students arriving after 8:50, or who forget Library books in their backpacks, **on their scheduled Library day** are most likely not able to check out another book until their next Library day.

Families should note that if a student's Library book from the previous week is not in their Library classroom crate by 8:50 am on Library day, it is considered OVERDUE and the student will receive a reminder notice from the Library that day to bring home. It is the student's responsibility to bring in and/or deliver the book back to the Library as soon as possible. The UHMS Library **does not** charge late or overdue fines. However, students will not be allowed to borrow additional books until overdue books are returned. Books that are damaged or lost must be replaced; students will be sent home with a request for payment in those instances. A great deal of emphasis is placed on respectful and responsible Library book care at all grade levels. UHMS is very fortunate to have an extensive and carefully selected collection of over 12,000 books and resources for our entire community; every student comes to know our Library materials as treasures, treasures to be loved, enjoyed, learned from and properly cared for. We greatly appreciate family support in these efforts to maintain our resources for everyone and to develop conscientious life-long readers.

Parents or guardians may contact our Librarian, Mrs. Cheryl Dowling, by email at cdowling@crec.org or by phone at 860-236-2899 x2620 with any questions, concerns or issues.

Appendices

Attendance/Excuses/Dismissal Attendance

Connecticut state law requires parents to cause their children five years of age and over and under eighteen years of age to attend school regularly during the hours and terms the public school is in session. Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The CREC Council requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent. Guidelines for addressing absences and tardiness are contained in the individual school parent-student handbooks.

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets one of the following criteria:

- A. For absences one through nine, if the student's parent approves such absence and submits appropriate documentation.
- B. For the tenth absence and all absences thereafter, if the student's absences from school are for one of the following reasons:
 - 1. Student illness. All student illnesses must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence.
 - 2. Student's observance of a religious holiday.
 - 3. Death in the student's family or other emergency beyond the control of the student's family.
 - 4. Mandated court appearances (additional documentation required).
 - 5. The lack of transportation that is provided by a district other than the one the student attends.
 - 6. Extraordinary educational opportunities pre-approved by CREC administrators and in accordance with Connecticut State Department of Education guidance.
- C. A student whose parent or legal guardian is an active duty member of the armed forces, and has been called to duty for, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, will be granted ten days of excused absences in any school year to visit the parent or legal guardian. The student and parent or legal guardian will be responsible for obtaining assignments from the student's teachers prior to the student's absence, and for ensuring that the assignments are completed by the student prior to his or her return to school from such absence.

Written documentation of student absence should include a signed note from the student's parent; a signed note from a school official that spoke in person with the parent regarding the absence; or a note confirming the absence by the school nurse or a licensed medical professional; as appropriate. Documentation should explain the nature and reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absence. Steps should be taken to allow non-English speaking parents to submit documentation in their native language.

Unexcused Absences

A student's absence from school shall be considered unexcused unless it meets one of the following criteria:

- A. The absence meets the definition of an excused absence (including documentation requirements);
or
- B. The absence is the result of school or district disciplinary action.

Tardiness to Class

Continued tardiness on the part of any student will be viewed as a very serious matter. Promptness to class is extremely important. Students are expected to be in their places, ready for work, at the bell.

Requests for Early Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Executive Director or his/her designee.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission takes custody of a student, or if a police officer arrests a student, the parent/guardian shall be notified by the administration.

Permission for leaving school early must be granted by the principal or designee according to each individual case.

(cf. 5113.2 Truancy)

Bullying –Safe School Climate Plan

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

CREC also prohibits any form of bullying outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Students who engage in bullying behavior shall be subject to school discipline, up to and including recommendation for expulsion, in accordance with CREC's policies on student discipline, suspension and expulsion, and consistent with state and federal law. CREC does not expel students. CREC may recommend that the local board of education enrolling the student in a CREC program expel a student in accordance with the law.

For purposes of this policy, "**Bullying**" means (A) the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

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

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

Consistent with the requirements under state law, the CREC Council authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan to address the existence of bullying and teen dating violence in schools. As provided by state law, such Safe School Climate Plan shall include, but not be limited to, provisions which:

- 1) enable students to anonymously report acts of bullying or teen dating violence to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying or teen dating violence;
- 3) require school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employees witness or receive a report of bullying or teen dating violence, and to file a written report not later than two school days after making such oral report;
- 4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this policy and that the parents or guardians of the student alleged to have committed an act or acts of bullying and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;
- 5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- 6) include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation; such notification shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying or teen dating violence;

- 9) require each school to invite the parents or guardians of a student against whom an act of bullying or teen dating violence was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying or teen dating violence was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;
- 10) require each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting to discuss specific interventions undertaken by the school; and the parents or guardians of the student against whom such act was directed to a separate and distinct meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying or teen dating violence;
- 11) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying or teen dating violence in such school; and to maintain a list of the number of verified acts of bullying or teen dating violence in such school, make such list available for public inspection, and annually report such number to the Department of Education, in such manner as prescribed by the Commissioner of Education;
- 12) direct the development of case-by-case interventions, that may include both counseling and discipline, for addressing repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual;
- 13) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;
- 14) direct the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that address safety measures the school will take to protect such students against further acts of bullying or teen dating violence;
- 15) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal or designee believes that any acts of bullying or teen dating violence constitute criminal conduct;
- 16) prohibit bullying and teen dating violence (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by CREC, or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying or teen dating violence was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

- 17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 18) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and CREC's Confidentiality and Access to Student Information policy and regulations.

The CREC Council shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education for its review and approval. Not later than thirty (30) calendar days after approval by the Department of Education, CREC shall make such plan available on CREC's website as well as on the website of each CREC school or program and ensure that the Safe School Climate Plan is included in CREC's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Safe School Climate Plan

The Capitol Region Education Council (CREC) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, CREC has developed the following Safe School Climate Plan, consistent with state law and CREC Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying, and teen dating violence and sets forth CREC's expectations for creating a safe and positive school climate.

Bullying and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or recommendation for expulsion from school. CREC's commitment to addressing bullying and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which such behavior will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

- A. CREC expressly prohibits any form of bullying behavior or teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by CREC; or through the use of an electronic device or an electronic mobile device owned, leased or used by CREC.
- B. CREC also prohibits any form of bullying behavior or teen dating violence outside of the school setting if such behavior (i) creates a hostile environment at school for the student against whom such behavior was directed, (ii) infringes on the rights of the student against whom such behavior was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying or teen dating violence, CREC also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence.
- D. Students who engage in bullying behavior or teen dating violence in violation of CREC Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including recommendation for expulsion, in accordance with CREC's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definitions

- A. **"Bullying"** means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
- C. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- D. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship
- E. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system;
- F. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- G. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

- H. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.
- I. **"Prevention and intervention strategy"** 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 or teen dating violence identified by the Department of Education, (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur, (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- J. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- K. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- L. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");

2. collaborate with Safe School Climate Specialists, the CREC, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and teen dating violence and act as the primary school official responsible for preventing, identifying and responding to reports of bullying and teen dating violence in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying and teen dating violence in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying and teen dating violence investigations; 2) identify and address patterns of bullying and teen dating violence among students in the school; 3) review and amend school policies relating to bullying and teen dating violence; 4) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying and teen dating violence; 6) collaborate with the Coordinator in the collection of data regarding bullying and teen dating violence; 7) implement the provisions of the school security and safety plan, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying and teen dating violence.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying or teen dating violence among students in the school.

- D. The CREC Council shall approve the Safe School Climate Plan developed pursuant to CREC policy and submit such plan to the Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department of Education, CREC shall make such plan available on CREC's website and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints

- A. Students and parents (or guardians of students) may file written reports of bullying or teen dating violence. Written reports of bullying or teen dating violence shall be reasonably specific as to the basis for the complaint, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying or teen dating violence, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying or teen dating violence to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying or teen dating violence. No disciplinary action shall be taken solely on the basis of an anonymous report.
- C. School employees who witness acts or receive reports of bullying or teen dating violence shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, **not later than one (1) school day** after such school employees witness or receive a report of bullying or teen dating violence. The school employees shall then file a **written report not later than two (2) school days** after making such oral report.
- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying or teen dating violence; shall investigate or supervise the investigation of all reports of bullying or teen dating violence; and shall ensure that such investigation is completed promptly after receipt of any written reports; and that the parents or guardians

of the student alleged to have committed an act or acts of bullying or teen dating violence and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied or subjected to teen dating violence should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

- E. In investigating reports of bullying or teen dating violence, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts

- A. Following investigation, if acts of bullying or teen dating violence are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying or teen dating violence. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying or teen dating violence. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed, except as provided by law.
- B. In any instance in which bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying or teen dating violence and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying or teen dating violence. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved the policies and procedures in place to prevent further acts of bullying or teen dating violence. Separate meetings shall be held with the respective parents.
- C. If bullying or teen dating violence is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an

act of bullying or teen dating violence was directed. Such support plan will include safety measures to protect against further acts of bullying or teen dating violence.

- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying or teen dating violence constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with CREC's obligations under state and federal law and CREC policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.

- F. If a bullying or teen dating violence complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying and teen dating violence, along with supporting documentation received and/or created as a result of investigations, consistent with CREC's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under CREC policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying and teen dating violence in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified

act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying and teen dating violence in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or teen dating violence. While conduct that rises to the level of “bullying” or teen dating violence, as defined above, will generally warrant traditional disciplinary action against the perpetrator, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying or teen dating violence incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying or teen dating violence have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce CREC’s prohibition against bullying and teen dating violence:

- i. Non-disciplinary interventions

When verified acts of bullying or teen dating violence are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying and teen dating violence, its prohibition, and their duty to avoid any conduct that could be considered bullying or teen dating violence. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

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

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

In cases in which expulsion is being considered, as CREC does not expel students, a recommendation will be made that the local board of education enrolling the student in a CREC program expel a student in accordance with the law. This consequence shall normally be reserved for serious incidents of bullying or teen dating violence and/or when past interventions have not been successful in eliminating such behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the safe school climate specialist

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying or teen dating violence and direct intervention when acts of bullying or teen dating violence are verified, other district actions may ameliorate potential problems with bullying or teen dating violence in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and

intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur;
- c. Inclusion of grade-appropriate and culturally competent bullying and teen dating violence education and prevention curricula in kindergarten through high school, which focus on building safe and positive school communities, social-emotional learning, self-awareness and self-regulation, and developing healthy relationships;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the student victim, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support;
- g. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;

- i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and teen dating violence and help eliminate such behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying” or teen dating violence.

X. Improving School Climate

CREC recognizes that a positive school climate is crucial in reducing or eliminating bullying and teen dating violence in its schools. The measures described in this Safe School Climate Plan are designed to promote a positive school climate, and their successful implementation involves a partnership among administrators, teachers, other staff members, parents and students themselves. This Plan is subject to periodic review and revision to assure that it effectively promotes a positive school climate. All members of the school community are encouraged to participate in that effort by conveying to the Safe School Climate Coordinator their questions, concerns and recommendations regarding this Plan and its implementation.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified at the beginning of each school year of the process by which students may make reports of bullying or teen dating violence.
- B. CREC shall provide for the inclusion of language in student codes of conduct concerning bullying and teen dating violence.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, CREC shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. CREC shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Hazing

I. Purpose

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

II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Hazing activities are seriously disruptive of the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours.

- E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. Definitions

- A. **“Hazing”** means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

I. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Assistant Superintendent for Personnel and Administration or to the Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other

knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

II. School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including school district policies and regulation

Reprisal

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

I. Dissemination of Policy

This policy shall appear in each school's parent and/or student handbook and in each school's staff handbook.

Nondiscrimination

The CREC Council complies with all applicable federal and state laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy, disability, or on any other basis prohibited by federal or state law. The prohibition of discrimination in educational programs or activities extends to academic, nonacademic and extracurricular activities, including athletics.

Students - Nondiscrimination

CREC is committed to creating and maintaining a safe learning environment for all students that is free from discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, marital status, pregnancy, disability, or on any other basis prohibited by federal or state law; and to ensuring that every student has equal access to all school programs and activities.

The Director of Human Resources is designated as CREC's Compliance Officer. (S)he or her/his designee shall be responsible for:

- coordinating continuing surveillance of district educational programs and activities and district compliance with non-discrimination and anti-harassment policies and regulations, including Title IX and its administrative regulations.
- notifying applicants for admission, students, parents/guardians of students, and sources of referral of applicants for admission, that CREC does not discriminate on any basis prohibited by federal or state law; and does not discriminate on the basis of sex in its educational programs or activities and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.
- publishing and disseminating this regulation and the complaint procedure to students, parents, employees, independent contractors, vendors and the public, along with his/her contact information.

Harassment

CREC strives to provide a safe, positive learning climate for its students. Harassment, in any form, whether by students, staff members, board members, parents, vendors, contracted individuals, volunteers, employees or visitors - on CREC grounds or property or on property within CREC's jurisdiction; on buses operated by or for CREC; while attending or engaged in CREC activities - will not be tolerated.

Harassment consists of verbal, written, graphic, or physical conduct relating to an individual's race, color, religion, sex, national origin/ethnicity, physical attributes, disability, parental or marital status, sexual orientation, gender identity/expression or age when such conduct:

- is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive education environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance;
- otherwise adversely affects an individual's learning opportunities;
- is made either explicitly or implicitly a term or condition of an individual's education, or participation in district programs or activities; and
- exposure to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual.

Harassment may include, but is not limited to: verbal, physical, or written intimidation or abuse; repeated remarks of a demeaning or condescending nature; repeated demeaning jokes, stories, or activities directed at the individual.

Each staff member shall be responsible for maintaining an educational environment free from all forms of harassment. Each student shall be responsible for respecting the rights of all students and staff and refraining from all forms of harassment.

All allegations of harassment shall be investigated thoroughly and addressed appropriately. There shall be no retaliation against the complainant and/or victim of the alleged harassment.

Students with Disabilities

CREC will coordinate with the LEAs to provide a free and appropriate public education to all students with disabilities within its schools, regardless of the nature or severity of the disability. Non-academic and extracurricular activities and services will be provided in a manner which will afford students with disabilities an equal opportunity to participate.

CREC will provide meaningful access to school-initiated activities to parents with disabilities. Due process rights of students with disabilities and their parents will be enforced.

Transgender and Gender Non-Conforming Students

The following guidelines are designed to address the needs of transgender and gender non-conforming students. The guidelines do not anticipate every situation that might occur, and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization.

The following definitions provided are not intended to label students. Students might or might not use these terms to describe themselves.

“Gender identity” is a person’s deeply held sense or psychological knowledge of his/her own gender, regardless of the gender (s)he was assigned at birth.

“Transgender” describes people whose gender identity or expression is different from that traditionally associated with their assigned sex at birth.

“Gender expression” is the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“Gender non-conforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.

“Transition” is the process in which a person changes his/her gender expression to better reflect his/her gender identity. This may involve a variety of steps, such as using a nickname or legally changing one’s name; choosing clothes and hairstyles to reflect one’s gender identity; and generally living and presenting oneself to others, consistently with one’s gender identity; taking hormones or undergoing surgical procedures to change one’s body to better reflect one’s gender identity.

1. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, unless legally required to do so or unless the student has authorized such disclosure.
2. A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. CREC shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.
3. CREC will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order.
4. To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.
5. Students shall have access to the restroom that corresponds to their consistently asserted gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because (s)he is transgender or gender non-conforming.
6. The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student.
8. Transgender and gender non-conforming students shall be permitted to participate in physical education classes, interscholastic athletics and intramural sports in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).
9. Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, CREC schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.
10. It is the responsibility of each school and CREC to ensure that transgender and gender non-conforming students have a safe school environment. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.
11. Schools should aim to keep transgender and gender non-conforming students at their original school site. Transfer should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested and/or consented to by the student or the student's parent/guardian.

Student Complaint Procedure

Any incident or complaint of discrimination or harassment will be given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Every student shall have a ready means of resolving any complaint of discrimination or harassment.

A student who believes that (s)he has been subjected to discrimination or harassment is to report the matter to a teacher or counselor. If such person is the alleged perpetrator, the report shall be made to the school principal. If the school principal is the alleged perpetrator, the report shall be made to the Director of Human Resources. The student may make the complaint verbally or in writing.

If the complaint is made verbally, the district staff member receiving it will memorialize it in writing, noting the date of the complaint; the name of the complainant; the date(s) of the alleged discrimination or harassment; the name(s) of the alleged perpetrator; the location where such discrimination or harassment occurred; a description of the alleged discrimination or harassment; and any other pertinent information provided by the student. If the complainant is a minor student, the district staff member should consider whether a child abuse report should be completed.

Within five (5) working days of receipt of the complaint, the district staff member receiving it will start a thorough, objective and complete investigation. (S)he shall consult with all individuals reasonably believed to have relevant information, including the student and the alleged perpetrator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining legally required confidentiality, and upholding the due process rights of the complainant and the accused.

The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged harasser, and to the appropriate administrator(s).

If after a thorough investigation, it is found that discrimination and/or harassment has occurred, the investigator shall take all reasonable actions to resolve the matter and ensure that the conduct ceases and will not recur, and will notify the complainant student. The investigator will also inform the perpetrator that appropriate action shall be taken if further acts of discrimination, harassment or retaliation occur. If the matter cannot be resolved at the investigator's level, (s)he shall refer the complaint to the appropriate administrator for review, further investigation, if necessary, and action.

Sexual Harassment

The CREC Council does not discriminate on the basis of sex in its education programs or activities, including employment. Sexual harassment is a form of sex discrimination and is forbidden, whether engaged in by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Council. The Council is committed to safeguarding the right of all students of the school district to a learning environment that is free from all forms of sexual harassment.

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following: (1) An employee or third party subject to the district's control conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct; (2) Unwelcome conduct

determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) Sexual assault, dating violence, domestic violence, or stalking.

Any student who believes that they have been subjected to sexual harassment should report the matter immediately so that investigation may begin at once and appropriate corrective action may be taken. Upon learning of, or having reason to suspect, the occurrence of sexual harassment, school staff members shall ensure that an investigation is promptly commenced and appropriate corrective action is taken, whether or not the victim reports the matter.

The Executive Director is directed to develop and implement specific procedures on reporting, investigating and remedying instances of sexual harassment.

A copy of this policy and its accompanying regulation shall be distributed to staff and students and posted in appropriate places

Definitions

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following: (1) An employee or third party subject to CREC control conditioning the provision of an aid, benefit, or service of CREC on an individual's participation in unwelcome sexual conduct;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to CREC's education program or activity; or (3) Sexual assault, dating violence, domestic violence, or stalking..

Sexual harassment behavior may include, but is not limited to: suggestive or obscene letters, notes, invitations; derogatory comments, slurs, jokes, epithets; assault, touching, impeding or blocking movement; leering, gestures; display of sexually suggestive objects, pictures or cartoons; continuing to express sexual interest after being informed that the interest is unwelcome; coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission, evaluations, or recommendations; enhancement or limitation of student benefits or services (e.g. scholarships, financial aid); inappropriate attention of a sexual nature from peer(s), i.e. student to student.

The exercise of rights protected under the First Amendment does not constitute sexual harassment under Title IX.

“Sexual assault” means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

“Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child; by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under Connecticut domestic or family violence laws; or by any other person against an adult or youth complainant who is protected from that person's acts under Connecticut domestic or family violence laws.

“Dating violence” means violence committed by a person--

(A) who is or has been in a social relationship of a romantic or intimate nature with the complainant; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship.

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for that person’s safety or the safety of others; or (B) suffer substantial emotional distress.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered, as appropriate, as reasonably available, and without fee or charge, to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to CREC’s education program or activity without unreasonably burdening the other party, and include measures designed to protect the safety of all parties or CREC’s educational environment, or to deter sexual harassment.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any CREC official who has authority to institute corrective measures, or any CREC employee.

“Complainant” means an individual who is alleged to have been subjected to conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that CREC investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Reporting Procedure

Any person may report sexual harassment, whether or not the person reporting is a person who is alleged to have been subjected to conduct that could constitute sexual harassment. Such report may be made to the Title IX coordinator or to the school principal/program director or designee, in person, by mail, by telephone or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours), and it may be made anonymously.

Students who believe that they have been sexually harassed at a CREC education program or facility, or those who have knowledge of sexual harassment occurring at a CREC education program or activity, should report the matter to the Title IX coordinator or to the school

principal/program director or designee. School or program employees who receive reports of sexual harassment should immediately forward them to the Title IX coordinator with a copy to the school principal/program director or designee.

Supportive measures

Upon receipt of a report of sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures; consider the wishes of the complainant with regard to supportive measures; inform the complainant of the availability of supportive measures whether or not the complainant files a formal complaint; and explain to the complainant the process for filing a formal complaint.

Supportive measures may include, but are not limited to:

1. A change in class schedule;
2. Additional time to make up assignments/tests missed due to the alleged harassment;
3. Ability to withdraw from elective classes without penalty;
4. Separating the parties as much as possible during the school day;
5. Support by the guidance counselor, school social worker or other designated individual;
6. Increased monitoring, supervision or security in locations or activities where the alleged misconduct occurred; and
7. Other similar measures.

Supportive measures provided must be kept confidential unless disclosure is necessary for the supportive measure's effectiveness.

The Title IX Coordinator must document that measures were taken in order to restore or preserve equal access to CREC's education program or activity and such documentation should address why the response was not deliberately indifferent. The Title IX Coordinator must document all supportive measures offered to and/or provided to the complainant. If the Title IX Coordinator does not provide supportive measures to a complainant, the Title IX Coordinator must document why such a response was not clearly unreasonable in light of the known circumstances.

Formal grievance procedure

A report of sexual harassment is not a request for a formal Title IX complaint investigation. A complainant who wants a formal complaint investigation must file a formal written complaint with the Title IX Coordinator.

The formal grievance procedure is designed to provide for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX and its implementing regulations. The grievance procedure applies only to claims of sexual harassment occurring in CREC's education programs or activities and within the United States. The formal grievance procedure is only initiated if the complainant, the complainant's parent/guardian, or the Title IX Coordinator signs a formal complaint alleging sexual harassment against a respondent and requesting that CREC investigate the allegation of sexual harassment.

The Title IX Coordinator, investigator, decision-maker, and any person designated to facilitate an informal resolution process will recuse themselves if they have a conflict of interest or a bias for or against complainants or respondents generally or to an individual complainant or respondent. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The grievance process will be completed within a reasonable time frame. Although each complaint is different, a reasonable time frame generally means that the grievance process will be completed within forty-five (45) calendar days of when the formal complaint is filed. Time frames may be extended for good cause. Both the complainant and respondent should be informed in writing of any extension of the time

frame and the reason for the extension. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity or Department of Child and Families investigation; or the need for language assistance or accommodation of disabilities.

1. The written formal complaint should include:
 - a. the name of the complainant;
 - b. the date of the complaint;
 - c. the date(s) of the alleged sexual harassment;
 - d. the name(s) of the alleged harasser(s) (if known);
 - e. the location where such sexual harassment occurred;
 - f. a detailed statement of the circumstances constituting the alleged sexual harassment;
 - g. any other pertinent information.
2. Upon receipt of a formal complaint, the Title IX Coordinator must provide the following written notice to the parties who are known:
 - a. Notice of CREC's grievance process, including any informal resolution processes that are available.
 - b. Notice of the allegations of sexual harassment, including sufficient details known at the time, such as: the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment in violation of Title IX, and the date and location of the alleged incident (if known).
 - c. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process.
 - d. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
 - e. A statement that each party will have the opportunity to inspect and review evidence provided.
 - f. A statement that parties who knowingly make false statements or knowingly submit false information during the grievance process may be disciplined.
3. If during the course of the investigation of the formal complaint the investigator (who may not be the Title IX Coordinator) decides to investigate allegations not included in the original complaint, the investigator will provide notice of the additional allegations to the parties whose identities are known.
4. Risk Assessment. Upon receipt of a formal Title IX written complaint, the Title IX Coordinator will undertake an individualized safety and risk analysis. If the Title IX Coordinator determines that there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment that justifies removal of the respondent from the school setting, the Title IX Coordinator, in conjunction with the school principal/program director, if the respondent is a student, or the Director of Human Resources, if the respondent is an employee, will immediately remove the respondent from the school setting. If the respondent is a student, any decision to suspend or recommend the student for expulsion will follow CREC's normal suspension/expulsion process. If the respondent is an employee, CREC will follow its normal exclusionary procedures for employees, including but not limited to placement on administrative leave.
5. If the complainant is a minor student, and/or the alleged perpetrator is a staff member, the Title IX Coordinator will evaluate whether a report must be made to the Department of Children and Families (DCF). In cases where such report is made and DCF begins an investigation, any investigation by the district may begin only after DCF completes its own.

6. CREC may consolidate two or more formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances.

7. **Mandatory Dismissal of Formal Complaint.** If, during the course of the investigation, it is determined that the respondent's conduct, even if proven, did not occur in a CREC education program or activity, or did not occur against a person in the United States, CREC is required to dismiss the formal complaint with regard to that conduct. Such dismissal must be approved by the Superintendent or designee or the Director of Human Resources. Such dismissal does not preclude investigation and/or discipline under the provisions of another CREC policy.

8. **Permissive Dismissal of Formal Complaint.** CREC may dismiss the formal complaint or specific allegations therein, if (a) any time during the investigation or decision-making process, the complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by CREC; or (c) specific circumstances prevent CREC from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Such dismissal must be approved by the Superintendent or designee or the Director of Human Resources. Such dismissal does not preclude investigation and/or discipline under the provisions of another CREC policy.

9. Upon mandatory or permissive dismissal, the Title IX Coordinator must promptly send simultaneous written notice of the dismissal to all parties.

Formal Investigation Process

1. The investigator must be free from bias and conflicts of interest and trained to serve impartially.

2. The investigator must ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on CREC, not the parties.

3. The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records will not be accessed by the investigator or decision makers unless the individual's or parent's/guardian's voluntary, written consent is obtained.

4. The investigator will provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other evidence.

5. No party will be prohibited from discussing the allegations under investigation or gathering and presenting relevant evidence.

6. Each party may be accompanied to any meeting or proceeding by an advisor of their choosing. The advisor, however, will be there to provide advice to the party and may not actively participate in the meeting or proceeding. The advisor will not be allowed to ask or answer questions during the meeting or proceeding.

7. Each party will be given at least three (3) calendar days advance written notice of the date, time, location, participants and purpose of all investigative interviews or other meetings to which the party is invited, in order to have sufficient time to prepare to participate.

8. To the extent the documents and information are not protected from disclosure by the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), the Individuals with Disabilities in Education Act (IDEA), or any other federal or state law, both parties will be given an

equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which CREC does not intend to rely in reaching a determination regarding responsibility, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

9. Prior to completing the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will be given a minimum of ten (10) calendar days to submit a written response to that information. The investigator must consider any written response prior to completing the investigative report.

10. After completing the investigation, the investigator must create an investigative report that fairly summarizes the relevant evidence, including credibility determinations, which may not be based on a person's status as a complainant, respondent or witness. The investigative report must include the following:

- a. The identity of the parties;
- b. The conduct potentially constituting sexual harassment;
- c. A list of the evidence reviewed; and
- d. Findings of fact.

A copy of the investigative report shall be sent to each party and the party's advisor, if any, in an electronic format or hard copy.

Formal Decision

The decision-maker for student respondents will be the school principal/program director or designee. The decision-maker for CREC staff or third party respondents will be the Director of Human Resources. The decision-maker cannot be the same person as the Title IX Coordinator or the investigator.

The decision-maker must determine whether the respondent is responsible for sexual harassment in violation of Title IX. To reach the determination, the decision-maker must use the preponderance of the evidence standard. This standard is met if there is more than a fifty percent (50%) chance that the respondent is responsible for sexual harassment in violation of Title IX. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

The decision-maker must issue a written determination that includes:

- a. The allegations potentially constituting sexual harassment;
- b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence and meetings held;
- c. Findings of fact supporting the determination;
- d. Conclusions regarding the application of CREC policy to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility.
- f. Any disciplinary or other sanctions to be imposed on the respondent.
- g. Whether remedies designed to restore or preserve equal access to CREC's education program or activity will be provided by to the complainant. To the extent that CREC does not have permission from the relevant party to reveal the discipline, remedies provided, or other information protected by FERPA, the IDEA, the ADA or other federal or state law, such portion of the report must be redacted before being provided to the other party.
- h. CREC's appeal procedures and permissible bases for the complainant and respondent to appeal the decision.

The parties shall be given a minimum of ten (10) calendar days before the decision maker makes a determination of responsibility to review the investigation report and provide a written response; and must be given an opportunity to submit written, relevant questions to be asked of any party or witness, be provided with the answers to such questions, and be allowed additional, limited follow-up questions. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The written decision must be provided to both parties simultaneously. The decision is not considered final until after the date of a written determination on any appeal or the deadline for filing an appeal passes.

If a respondent is found to be responsible for the alleged conduct and the alleged conduct is found to be a violation of Title IX, the respondent may be subject to discipline, up to and including recommendation for expulsion if the respondent is a student; or up to and including termination if the respondent is an employee or individual under contract or volunteer. If the respondent is found to be responsible for the alleged conduct and it is determined that the conduct does not violate Title IX but does violate another CREC policy or school/program rule, the respondent may be subject to discipline up to and including recommendation for expulsion if the respondent is a student; or up to and including termination if the respondent is an employee or individual under contract or volunteer. A finding of no responsibility under Title IX does not prohibit CREC from investigating and determining that the respondent's conduct violated another provision of CREC policy.

The Title IX coordinator is responsible for effective implementation of any remedies.

Appeals

A party may file a written appeal from the written decision or from a dismissal of a formal complaint to the Executive Director, within ten (10) calendar days of receipt of the written decision or notice of dismissal. The only grounds for appeal are:

1. Procedural irregularities that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, and that could affect the outcome of the matter; and/or
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal the Executive Director or designee (who may not be the Title IX Coordinator, investigator or decision-maker) will notify the other party in writing that an appeal has been filed, and will give both parties the opportunity to submit a written statement in support of their respective positions on the appeal. Such written statement must be submitted within ten (10) calendar days of receipt of the Executive Director's or designee's notice that an appeal was filed. The Executive Director or designee will issue a written decision describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

Informal Resolution

After a formal complaint has been filed, the parties may voluntarily agree to participate in CREC's informal resolution process. The parties may not be required to participate in the informal resolution process as a condition of continued enrollment or employment or the enjoyment of any right to an investigation and/or adjudication of the formal complaint of sexual harassment. Prior to participating in any informal resolution process, the parties will be provided with written notice disclosing the following:

1. The allegations;
2. The circumstances under which the informal resolution process would preclude the parties from resuming a formal complaint arising from the same allegations;
3. The right of any party to withdraw from the informal resolution process at any time prior to the parties agreeing to a resolution and to require the resumption of the formal complaint process after such withdrawal; and
4. The consequences resulting from participating in the informal resolution process, including whether records will be maintained or could be shared.

Each party must give written consent to engage in the informal resolution process. Such consent may

be withdrawn at any time. The informal resolution process may not be used to resolve allegations that an employee sexually harassed a student.

The informal resolution process consists of mediation, and/or an agreement to truncate the steps of the grievance procedure where the parties agree to some or all of the facts.

Prohibition against Retaliation

Retaliation against any individual because the individual has made a report or complaint, testified, assisted, participated or refused to participate in any manner in an investigation, interview, or any proceeding regarding a claimed Title IX violation is prohibited. Retaliation shall include intimidation, threats, coercion or discrimination, including charges against an individual for violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX. Complaints of retaliation must be filed through the formal complaint process.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation. Charging an individual with a violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Recordkeeping

The following records must be maintained for a minimum of seven years from the end of the grievance process:

1. The records of each sexual harassment investigation, including any determination regarding responsibility, and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to CREC's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and

4. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be maintained for a minimum of seven years. The training materials will be available on the CREC website.

Confidentiality

CREC will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or to carry out the purposes of this regulation and accompanying policy, including the conduct of any investigation or other proceedings arising thereunder.

Materially False Statements

A complainant, respondent or witness who is found to have made a materially false statement in bad faith during the grievance process shall be subject to discipline up to and including recommendation for expulsion in the case of a student, and up to and including termination in the case of an employee. A determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Publication

A copy of this regulation and the accompanying policy shall be provided to all students, parents/legal guardians, employees, and all unions holding collective bargaining agreements with CREC; and shall be made available on the CREC website.

Training

The Title IX Coordinator, investigators, decision-makers and any person who facilitates an informal resolution process, will receive training on the definition of sexual harassment in 34 C.F.R. §106.30; the scope of CREC's education program or activity; how to conduct an investigation and grievance process including meetings, appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will receive training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behaviors are not relevant. Investigators will receive training on issues of relevance so as to be able to create an investigation report that fairly summarizes relevant evidence.

Discipline

I. Policy Statement

The CREC Council believes that good student behavior in a school is extremely important in creating the kind of educational environment in which students will be able to realize their greatest opportunities for growth. Good discipline habits assume consideration for the rights and privileges of others, cooperation

with all personnel in the school community, basic self-respect as well as respect for real and personal property, pride in one's work and achievement within one's ability.

The development of good discipline practices is an on-going interactive process that begins early in a child's life and continues throughout his/her life. The school/program becomes a critical part of this process because it has the responsibility to teach and guide students to achieve good self-discipline. Each school/program will develop expectations that affirm positive behavioral outcomes for students and align practices around these expectations. Each school/program will engage the parents/guardians and community members in the development of these practices. School and home must work together in an effort to help and guide children toward achieving good self-discipline.

Students will be taught behavioral expectations as part of the school curriculum in all grades and all CREC schools and programs will have a scientifically research-based model of positive behavioral supports.

The purpose of this Discipline Policy is to encourage accountability for students' behavior and to assist them to recognize and learn proper decisions so they can become independent and productive members of our democratic society.

In applying reasonable disciplinary measures, administrators and staff are encouraged to use their expertise and knowledge of individual students in light of the facts and circumstances accompanying acts or incidents in question. Such measures may involve, but are not limited to, removal, suspension, or recommendation for expulsion. Whatever measure is employed, the discipline must always be fair and dignified.

II. Scope of this Policy

Conduct on School Grounds or at a School-Sponsored Activity Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process and/or violates a publicized CREC policy.

Conduct off School Grounds

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

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

III. Expulsion

Expulsion - means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was

assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions will be referred to the home school district.

A. The CREC Superintendent of Schools or his/her designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:

- 1) a preschool student who was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or
- 2) a student in grades Kindergarten to twelve on school grounds or at a school-sponsored activity who, (a) was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in 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. 21a-277 and 21a-278.

B. The CREC Superintendent of Schools or his/her designee may recommend expulsion proceedings to sending districts in all cases involving any of the following students: a student in grades three to twelve, on school grounds or at a school-sponsored activity whose conduct is violative of a publicized school policy and either endangers persons or property; or is seriously disruptive of the educational process; or off school grounds has engaged in conduct that is seriously disruptive of the educational process and is violative of a publicized school policy.

The CREC Superintendent of Schools shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.

If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d.

CREC's Executive Director or his/her designee shall create administrative regulations regarding student discipline in accordance with this policy.

Students - Discipline

All disciplinary incidents, including removal from the classroom for over 90 minutes, are to be properly entered into the State-approved reporting system.

Article I - Disciplinary Procedures - Overview

All students have the right to learn in safe and orderly environments in which teaching and learning can take place within a climate of mutual respect, without disruptive behavior by any student infringing upon the rights of others.

Student discipline includes a continuum of incremental interventions, supports, and consequences that are clear and developmentally appropriate; and include learning opportunities for students to reinforce positive behaviors and help them make good choices. Such continuum may include:

- Discussion with a teacher, member of the support staff, vice-principal or principal
- Attendance/performance/behavior contracts
- Counseling staff

- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Mentoring
- Conflict resolution
- Individual or group counseling
- Detention
- Restitution for damaged or stolen property
- Community service
- Referral to community-based organizations
- Restorative practices

When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive, but at the same time recognizes that there are circumstances under which suspension or expulsion may be the required response.

Unless an emergency situation requiring the student's immediate exclusion exists, no student shall be excluded from participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment. No student shall be required to engage in physical activity as a form of discipline or punishment.

Article II - Removal

Removal - means an exclusion from a classroom for all or part of a single class period, provided such exclusion does not extend beyond ninety minutes.

2.1 The Council authorizes teachers, with the approval of the school principal or his/her designee, to remove a student from class when such student deliberately causes a serious disruption of the educational process within the classroom.

2.2 Whenever any teacher removes a student from the classroom, the teacher shall send the student to an area designated by the school principal or his/her designee. The teacher should also advise the school principal or his/her designee of the name of the student against whom such disciplinary action was taken and the reason therefor.

2.3 Each school or program shall maintain an individual student log of disciplinary action. If removal from a classroom does not result in the disposition of the disciplinary case within ninety minutes, the school principal/designee or program director must consider the case an in-school suspension or out-of-school suspension and follow the procedures set forth in Articles III or IV, whichever is applicable.

2.4 Any student who is removed from class shall be given an opportunity to complete any class work including, but not limited to, examinations, that such student missed during the period of the removal. In addition, a processing procedure with the student will occur, in order to identify the harm done to the victim(s) and/or community and to establish a method of restitution.

Article III - In-School Suspension

In-School Suspension - means an exclusion from regular classroom activities for no more than ten

(10) consecutive school days. In-school suspension does not involve exclusion from school. An in-school suspension shall not extend beyond the end of the school year in which the in-school suspension was imposed.

Except as provided in Article IV, below, all suspensions of students shall be in-school suspensions.

3.1 During an In-School Suspension:

- a. The student must report on time to the in-school suspension room. Students who do not complete their assignments during their in-school suspension will be given additional time of in-school suspension up to an aggregate of ten (10) consecutive school days.
- b. Special assignments must be completed by the student and returned to the Assistant Principal's office, or the school principal's designee.
- c. Except for lunch, no student is allowed to leave the in-school suspension room unless either an emergency exists or the student is granted permission by the teacher in charge of in-school suspension.
- d. Uncooperative students are to be reported to the office immediately.
- e. Additional classroom work may be assigned by the teacher in charge of in-school suspension when appropriate.

3.2 Students not complying with the in-school suspension rules may be suspended out-of-school after an informal hearing with the school principal or his/her designee, as set forth in Article V.

Article IV – Out-of-School Suspension

Out-of-School Suspension - means exclusion from school privileges and/or from transportation services for no more than ten (10) consecutive school days or a total of fifty (50) days in one school year. An out-of-school suspension shall not extend beyond the end of the school year in which the suspension was imposed. For purposes of reporting, partial day removals are to be included when determining the number of days a student has been suspended.

4.1 A student in grades preschool to two may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that such suspension is appropriate based on evidence that the student conduct on school grounds is of a violent or sexual nature that endangers persons.

A student in grades three to twelve may be given an out-of-school suspension if, during the hearing held pursuant to Article V, below, it is determined that a) the student poses such a danger to persons or property or such a disruption of the educational process that (s)he shall be excluded from school; or b) an out-of-school suspension is appropriate based on evidence of (i) previous disciplinary problems that have led to suspension or expulsion, and (ii) efforts to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies.

4.2 Unless an emergency situation requiring the student's immediate exclusion exists, the school principal or his/her designee shall observe the procedures set forth in Articles V and VI in all actions which may lead to out-of-school suspension. In the event of an emergency, the procedures must be initiated as soon after the cessation of the emergency as possible, but no later than seventy-two (72) hours after the exclusion.

Article V - Informal Hearing Process

The following procedures shall be followed in the event that the school determines an out-of-school suspension may be warranted:

- 5.1 Prior to an out-of-school suspension, the student shall be informed of the charges which have been posed.
- 5.2 The student shall meet with the school principal or his/her designee to review the incident.
- 5.3 The student shall be granted an opportunity to refute the charges against him/her.
- 5.4 Based on the information provided, the school principal or his/her designee shall make a decision. The school principal or his/her designee, if he/she deems it necessary, shall investigate the matter further, and, upon completion of the investigation, shall make a decision.
- 5.5 The school principal or his/her designee shall inform the student and his/her parent or guardian of the disciplinary action imposed within a reasonable period of time.

Article VI - General Procedure Governing In-School Suspensions and Out-of-School Suspensions

After an in-school suspension or out-of-school suspension, the following procedure shall be followed:

- 6.1 The school principal or his/her designee shall make every effort to immediately notify the parents and/or guardians at the last phone number(s) provided by them to the school about the student's action and state the cause(s) leading to the school action.
- 6.2 Whether or not telephone contact is made with the parents or guardians, the school principal or his/her designee shall notify the parents or guardians in writing at the most recent address reported on school records within one school day of the action and shall offer them an opportunity for a conference to discuss the matter.
- 6.3 If a student is eighteen years of age or older, any notice required by this regulation shall also be given to the student.
- 6.4 Any student who is given an in-school suspension or an out-of-school suspension shall be given an opportunity to complete any class work, including, but not limited to, examinations, which such student missed during the period of suspension.

Article VII - Expulsion

Expulsion - means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which the student was assigned at the time the disciplinary action was taken, provided such exclusion shall not extend beyond a period of one (1) calendar year. All expulsions are handled by the home school district.

7.1 The CREC Superintendent of Schools or his/her designee shall recommend expulsion proceedings to sending districts in all cases involving any of the following students:

- 1) a preschool student was in possession of a firearm, as defined in 18 USC 921, on or off school grounds or at a preschool program-sponsored event; or
- 2) a student in grades Kindergarten to twelve on school grounds or at a school- sponsored activity, (a) was in possession of a firearm, as defined in 18 USC 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S 53a-3; or (b) off school grounds, possessed a firearm or possessed and used such a firearm, instrument or weapon in the commission of a crime; or (c) on or off school grounds, offered for sale or distribution a controlled substance, as defined in 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. 21a-277 and 21a-278.

The CREC Superintendent of Schools or his/her designee may recommend expulsion proceedings to sending districts in all cases involving any of the following students:

a student in grades three to twelve, on school grounds or at a school-sponsored activity whose conduct is violative of a publicized school policy and either endangers persons or property; or is seriously disruptive of the educational process; or off school grounds has engaged in conduct that is seriously disruptive of the educational process and is violative of a publicized school policy.

7.2 If, after completing investigation, a school principal or his/her designee determines that grounds for expulsion exist, he/she shall forward a recommendation for expulsion to the Superintendent of CREC Schools.

7.3 The CREC Superintendent of Schools shall forward the recommendation to the sending LEA, if determined to be necessary and appropriate.

7.4 If the sending LEA declines to conduct an expulsion hearing per the CREC Superintendent of Schools recommendation, CREC shall do so, in accordance with C.G.S. 10-233d and any procedures adopted pursuant thereto.

Article VIII - Actions Leading to Suspension or Recommendation for Expulsion

8.1 Any student whose conduct on school grounds, school transportation, or at a school- sponsored activity is violative of a publicized school policy and either endangers persons or property, or is seriously disruptive of the educational process; or whose conduct off school grounds is violative of a publicized school policy and is seriously disruptive of the educational process shall be subject to discipline up to and including recommendation for expulsion.

The following acts may be grounds for disciplinary action, up to and including, recommendation for expulsion:

- a. Striking or assaulting a student or any member of the school staff.
- b. Theft or knowingly possessing stolen goods.
- c. Using obscene gestures, discriminatory or abusive language directed at a member of the school staff or other students.
- d. Attempts at extortion or intimidating school staff or other students.
- e. Unauthorized possession, sale or consumption of illegal drugs, narcotics or alcoholic beverages.

- f. Possession of drug paraphernalia.
- g. Use of cigarettes and/or other types of tobacco or tobacco products, including electronic nicotine delivery systems (e-cigarettes) or vapor products.
- h. Destruction of school property or personal property.
- i. Misbehavior on a school bus.
- j. Class truancy.
- k. Unauthorized use or misuse of computers or other technological equipment.
- l. Sexual harassment, bullying, harassment and/or hazing.
- m. Leaving school without permission.
- n. Misconduct of a nature that threatens the safety of school property or the welfare of the persons who work or study therein.
- o. Gambling.
- p. Accumulation of minor offenses.

8.2 The above noted list is not exhaustive and students may be disciplined, up to and including being recommended for expulsion, for other forms of conduct, on school grounds, school transportation, or at a school-sponsored activity, that endangers person or property, is seriously disruptive of the educational process and/or or violates a publicized school policy; or conduct, off school grounds, that violates a publicized school policy and is seriously disruptive of the educational process.

8.3 The CREC Council considers conduct which is “seriously disruptive of the educational process” to mean conduct that “markedly interrupts or severely impedes the day-to-day operations of a school”, in addition to being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or harm a teacher or student.

8.4 In determining whether off-school grounds conduct is “seriously disruptive of the educational process,” the administration may consider, but such consideration shall not be limited to, (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 29-38 and whether any injuries occurred; (4) whether the conduct involved the use of alcohol; and (5) whether inappropriate use of social media was involved.

8.5 Discipline may result when: 1) the incident was initiated in the school or on school grounds, or 2) the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would have a disruptive effect on the school’s educational process by threatening:

- 1. The school's orderly operations;
- 2. The safety of the school property;
- 3. The welfare of the persons who work or study there.

Off-school grounds misconduct that may result in discipline includes, but is not limited to:

- 1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a-3, 53-206, and 29-35)
- 2. Use, possession, sale, or distribution of illegal drugs
- 3. Violent conduct
- 4. Making of a bomb threat
- 5. Threatening to harm or kill another student or member of the staff.
- 6. Engaging in activity that has the reasonable likelihood of threatening the health, safety or welfare of individuals at the school, endangering school property, and/or disrupting the educational process.

For example, if it is determined that a student's use or possession of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school, discipline up to and including suspension and/or recommendation for expulsion may be imposed. The standard to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

Article IX - Special Education/Section 504 Students

9.1 Students requiring special education and related services may be disciplined in accordance with applicable federal and state law.

9.2 If removals from school are to be utilized with special education or Section 504 students as part of a comprehensive behavior management system, they must be reflected in a Behavior Intervention Plan and discussed at a PPT or Section 504 meeting.

9.3 Prior to recommending expulsion for a student requiring special education and related services or with a Section 504 Plan, a PPT or Section 504 team shall convene to determine whether the misconduct was a manifestation of the student's disability. A student may be suspended for up to 10 days pending the PPT or Section 504 team determination.

9.4 If, in the case of a student requiring special education and related services or having a Section 504 Plan, it is determined that the misconduct was a manifestation of the student's disability, the student shall not be recommended for expulsion. Rather, the PPT or Section 504 Team shall consider the student's misconduct and modify the student's individualized education program (IEP) or 504 Plan to address the misconduct and to prevent a recurrence of such conduct and to ensure the safety of other students and staff in the school.

9.5 If it is determined that the misconduct was not caused by the student's disability, the student may be recommended for expulsion in accordance with the provisions set forth in Article VII.

9.6 Whenever a student requiring special education and related services is expelled, an alternative educational opportunity, consistent with the student's educational needs, as determined by the PPT chaired by the LEA in light of such expulsion and the student's IEP, will be provided by the sending LEA during the period of expulsion. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general curriculum and to advance toward achieving the goals of his/her IEP.

9.7 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 under C.G.S. 10-76h to contest a recommendation for expulsion under 9.5 above, or a proposed change in placement under Section 9.4, above, unless the parents (or student if eighteen years of age or older) and the district otherwise agree, the student shall stay in his/her then current placement pending decision in said due process hearing and any subsequent judicial review proceedings. This "stay put" requirement shall not apply when modified by a court order or by the decision of a hearing officer.

Article X - Cumulative Records

10.1 Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record which is the responsibility of the sending LEA. The notice, except in the case of an expulsion based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record if a student graduates from high school.

Article XI - Withdrawal From School

11.1 Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision is rendered:

- a. Notice of the pending expulsion hearing shall be included on the student's cumulative educational record; and
- b. The sending LEA shall complete the expulsion hearing and render a decision.

Article XII – Notification

12.1 The CREC Council shall, at the beginning of each school year, notify the parent or guardian of minor students registered in the district of district rules pertaining to student discipline.

The Principal of each school/program shall take steps to ensure that all rules pertaining to the discipline of students are communicated to students at the beginning of each school year, and to newly-enrolled students at the time of their enrollment in the school/program.

Student Records; Confidentiality

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.

It is the policy of the CREC Council that staff will comply with all applicable laws and regulations regarding confidentiality and access to all students records. Procedures shall be implemented to ensure strict confidentiality of student records while providing proper parental and/or student access to records. Availability of these policies and procedures shall be made known annually to all parents/guardians of children within the district.

Legal Reference: Connecticut General Statutes

1-210 (b)(11) Access to public records. Exempt records. 7-109 Destruction of documents.
10-15b Access of parent or guardians to student's records.
10-154a Professional communications between teacher or nurse & student. 10-209 Records not to be public.
10-221b Boards of education to establish written uniform policy re: treatment of recruiters.
11-8a Retention, destruction and transfer of documents.
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
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 P.L. 93-568, codified at 20 U.S.C.1232g).

Student Records; Confidentiality

Definitions

As used in this regulation:

1. a) “Student” means an individual who is or has been “in attendance” in person at an educational agency or institution for whom education records are maintained. It also includes those situations in which students “attend” classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.
- b) “Adult student” means a person who is enrolled in school and who is at least eighteen (18) years of age.
- c) “Eligible Student” means a student who has reached eighteen (18) years of age or who is attending an institution of post-secondary education or is an emancipated minor.
2. “Student Record” means any item of information directly related to an identifiable student, other than directory information, which is maintained by the school district or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school district, regardless of the physical form in which it is maintained. Any information which is maintained for the purpose of review by a second party is considered a student record.

“Student Record” shall not include: informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute for the maker of the record; employment records used only in relation to a student’s employment by the district ; alumni records that contain information about the student after the student is no longer in attendance; records maintained by law enforcement personnel that were created by such personnel for the purpose of law enforcement ;records of an eligible student that are maintained by a physician, psychologist, professional or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment.
3. “Substitute” means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of notes in his or her position. Medical records are not open to public inspection.
4. “Directory Information” means one or more of the following items: student’s name, address, participation in officially recognized activities and sports, grade levels, weight and height of members of athletic teams, dates of attendance, and degrees and awards received.

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

Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student. Parents of a student eighteen (18) years of age or older who is a dependent, as defined in Section 152 of the Internal Revenue Code of 1956, retain the right of disclosure of student records.

6. “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, a person serving on the CREC Council, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

7. “Disclosure” means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means.

8. “Personally Identifiable Information” includes but is not limited to the student’s name, the name of the student’s parent or other family member, the address of the student or student’s family, a personal identifier such as the student’s Social Security Number or student number, or “biometric records” (a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, including fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics and handwriting), a list of personal characteristics or indirect identifiers, such as the name of the student’s parent or other family members and the date and place of birth and mother’s maiden name, or other information that would allow a reasonable person in the school or community who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

9. “Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

10. “Access” means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.

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

12. “Legitimate Education Interest” means the need for a school official to review an educational record in order to fulfill his/her professional responsibilities.

13. “Authorized Representative” means any entity or individual designated by a state, or local educational authority, or the Comptroller General, or the Attorney General, or the Secretary of Education, to conduct with respect to Federal or State-supported education programs, any audit or evaluation, or any

compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

14. “Education Program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education and adult education, and any program that is administered by an educational agency or institution.

15. “Early Childhood Education Program” means a Head Start program, a state licensed or regulated child care program, or a program that serves children from birth through age six that addresses the children’s cognitive, social, emotional and physical development and is a (i) state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) is a program operated by a local educational agency.

Types of Records

CREC MAINTAINS STUDENT RECORDS ONLY WHILE A STUDENT ATTENDS A CREC SCHOOL. ALL RECORDS OF EXITING STUDENTS ARE RETURNED TO AND MAINTAINED BY THE SENDING LEA.

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

1. “Mandatory Permanent Student Records” are those records which are maintained in perpetuity (at least 50 years) and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following:

- A. Legal name of student, address, gender of student
- B. Date of birth, place of birth
- C. Method of verification of birth date
- D. Name and address of parent of minor student
- (1) Address of minor student if different than the above
- (2) An annual verification of the name and address of the parent and the residence of the student
- E. Entering and leaving date of each school year and for any summer session or other extra session
- F. Subjects taken during each year, half-year, summer session, or quarter
- G. Academic achievement (grades, transcripts)
- H. Level of academic achievement (class standing/academic level)
- I. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken
- J. Verification or exemption from required immunizations
- K. Date of high school graduation or equivalent
- L. Student activities and significant awards

2. “Mandatory Interim Student Records” are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations (6 years following the student’s graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records), or authorized administrative directive. Such records include the following:

- A. A log or record which shall be maintained for each student's record and which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests therefor. (Exceptions from listing, see Access Log, #2.)
- B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver. (Comprehensive Health Record)
- C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- D. Language training records.
- E. Progress slips and/or notices.
- F. Parental restrictions regarding access to directory information or related stipulations.
- G. Parent or adult student rejoinders to challenged records and to disciplinary action.
- H. Parental authorizations or prohibitions of student participation in specific programs.
- I. Results of standardized tests administered within the preceding three years.

3. "Permitted Records" are those records having clear importance only to the current educational process of the student. Such records may be destroyed after 6 years following the student's graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records. Such records may include the following:

- A. Objective counselor and/or teacher ratings
- B. Standardized test results older than three years
- C. Routine discipline data
- D. Verified reports of relevant behavioral patterns
- E. All disciplinary notices

Maintenance and Security of Student Records

1. Custodian of Records

A. The Assistant Superintendent of Special Education and Pupil Services is hereby designated as custodian of student records. The address of the custodian is 111 Charter Oak Avenue, Hartford, CT 06106.

(1) The custodian is charged with district-wide responsibility for implementing CREC policies and administrative regulations relating to student records.

(2) The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.

(3) The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.

B. In each school, the principal, or a certified employee designated by the principal, is responsible for implementation of CREC Council policies and administrative regulations relating to student records maintained in that school.

2. Files

A. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.

B. Student records shall be stored in locked containers (files) or rooms, or in secure electronic format.

3. Information

A. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

Access to Student Records

1. School Officials

A. School officials have access to students' educational records without consent, if the official has been determined to have a legitimate educational interest in the records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

B. Contractors, consultants, volunteers, and other parties to whom a school has outsourced services or functions are considered "school officials" who may have access to student records, without parental consent, if the following conditions are met:

- The party is under the direct control of the school.
- The party is subject to the same conditions governing the use and re-disclosure of education records applicable to other school officials.
- The contractor must ensure that only individuals with legitimate educational interests, as determined by the district or school, obtain access to the education records. The contractor may not re-disclose personally identifiable information without consent unless the district or school has authorized the re-disclosure under a FERPA exception and the district or school records the subsequent disclosure.

C. The district or school may not disclose education records to an outside service provider unless it has specified in its annual FERPA notification to parents/students that it uses contractors, consultants, volunteers, as "school officials" to provide certain institutional services and functions.

D. In controlling access to education records by school officials and outside service providers, schools must:

(1) Use "reasonable methods" to ensure an official is given access to only those education records, paper or electronic, in which the official has a legitimate educational interest.

(2) Schools may use such methods as:

- Physical controls such as locked filing cabinets;
- Technological controls such as role-based access controls for electronic records;
- Administrative policies, in lieu of physical or technological controls. Such policies must be effective in controlling access.

2. Parents

A. Parents of currently enrolled students shall have an absolute right during regular business hours to access to any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof, shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.

B. A parent who is incarcerated is entitled to knowledge of and access to all educational, medical or similar records maintained in the cumulative record of any currently enrolled minor student of such incarcerated parent except (1) where the information in such records is considered privileged as defined in C.G.S. 10- 154a; (2) such incarcerated parent has been convicted of sexual assault, aggravated sexual assault, or rape; or (3) such incarcerated parent is prohibited from knowledge or access to such student's records pursuant to a court order.

C. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than ten (10) business days following the date of the request.

D. A requesting parent shall be notified of the location of all student records, if not centrally located.

E. When a parent's dominant language is not English, the district shall make an effort to:

- (1) provide interpretation of the student record in the dominant language of the parent, or
- (2) assist the parent in securing an interpreter.

3. Parental Consent

A. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an eligible student.

B. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.

C. The consent notices shall be kept permanently with the student record.

D. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (34 CFR 9910, Rights of Inspection and Review)

4. Without Parental Consent

A. No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

(1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll. The authority of the district or school to transfer education records to a student's new school continues after actual enrollment so long as the disclosure is in connection with the student's enrollment. This ensures that a school may supplement, update, or correct records sent during the

student's application or transfer period. 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.

(1) Authorized representatives of the Comptroller General of the United

States, the Secretary of Education, an administrative head of an education agency, State Education Officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.

(2) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, under the USA Patriot Act, in connection with the investigation or persecution of an offense listed in U.S.C. 2332b(g)5(B) or an act of domestic or international terrorism crimes. CREC, in response to such an order, is not required to record a disclosure of information, nor acquire consent or notice to the parent or student.

(3) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.

(5) Parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

(6) Schools may disclose information received under a community notification program concerning a student who is required to register as a sex offender in the State.

(7) An agency caseworker or other representative of a state or local child welfare agency, or tribal organization (as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)), who has the right to access a student's case plan, as defined and determined by the state or tribal organization, when such agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the state or tribal laws applicable to protecting the confidentiality of a student's education records.

B. Information from student records may be released to the following:

(1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 34 CFR 99.36, Conditions for disclosure of information in health and safety emergencies.

(2) Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.

(3) Accrediting organizations in order to carry out their accrediting functions.

(4) Organizations conducting studies for or on behalf of state educational agencies and state higher education authorities, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.

Such disclosure is subject to the following FERPA requirements:

- The district does not have to initiate the research request or agree with or endorse the conclusion or results of the study.
- The district must agree with the purposes of the study and retain control over information from the education records it discloses.
- The district must have a written agreement with the receiving organization that:

☐ Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed.

☐ Requires the organization to use the information from education records only to meet the purpose or purposes of the study stated in the agreement.

☐ Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests.

☐ Requires the organization to destroy or return all personally identifiable information when no longer needed for purposes of the study.

☐ Specifies the time period in which the information must be returned or destroyed.

C. No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.

D. Education records may be released without consent if all personally identifiable information has been removed. The district must reach a "reasonable determination" that a student's identity is not personally identifiable because of unique patterns of information about that student, whether through single or multiple releases, taking into account other reasonably available information. Also, de-identified student level data may be released for the purpose of educational research by attaching a code to each record. It may be necessary to look to local news, events, and media coverage in the "school community" in determining, in a highly publicized incident, whether other information would make a particular record personally identifiable even if all direct identifiers have been removed.

5. Court Order

A. Information concerning a student shall be furnished in compliance with a court order.

(1) Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent

and the student three days' notice, if lawfully possible, within the requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

(2) Only those records related to the specific purpose of the court order shall be disclosed.

6. Subpoenaed Records

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

1) Immediately notify the Custodian of Records

2) Immediately notify the student's sending LEA. If the sending LEA informs the school or program that it will notify the student's parent or the adult student and respond to the subpoena, the school or program will transfer a copy of the subpoenaed record to the LEA. Otherwise, the school or program shall:

A. Immediately notify the student's parent or the adult student that the record has been subpoenaed; that it must be produced unless a court intervenes to prevent the disclosure; and that unless the school or program receives notice by the subpoena due date that the parent or adult student has obtained a court order preventing disclosure, the record will be produced.

B. On the subpoena due date, deliver a copy of the subpoenaed record, sealed in an envelope which shall indicate the name of the school or student, the name of the person who issued the subpoena and the title of the case referred to in the subpoena, to the clerk of the court in which the proceeding is taking place, and obtain a receipt from the clerk of the court.

7. Criteria

The following criteria shall be used in determining whether a "school official or employee" has a "legitimate educational interest" in accessing student records:

(1) The school official or employee has an instructional or supervisory responsibility toward the student that, in order to be fulfilled requires knowledge of the contents of the student's records.

(2) The school official or employee has an administrative duty that requires information contained in the student's records.

(3) The school official or employee is engaged in a disciplinary proceeding that requires disclosure of all or part of the student's records in order to come to a just conclusion.

The district and/or school shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom they disclose education records.

Challenging Contents of Records

PARENTS WISHING TO CHALLENGE THE CONTENTS OF STUDENT RECORDS MUST CONTACT THE SENDING LEA

Directory Information

1. The following student information is declared to be directory information:
 - A. Name
 - B. Address
 - C. Major field of study
 - D. Participation in officially recognized activities and sports
 - E. Grade level
 - F. Weight and height of members of athletic teams
 - G. Dates of attendance
 - H. Degrees and awards received
2. Except where consent is withheld by the parent/student, directory information may be released to the following:
 - A. Federal, state and local governmental agencies
 - B. Military recruiters or institutions of higher learning that have requested the names, addresses, and telephone numbers of secondary school students unless parental consent is denied.
3. The names and addresses of students enrolled in grade 12 may be provided, in accordance with the terms of the law, to post-secondary institutions cooperating under state law.
4. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.
5. A student does not have the right to remain anonymous in class and an opt-out may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

Access Log

1. A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.
2. Such listing need not include the following:
 - A. Parents or students to whom access is granted.
 - B. Parties to whom directory information is released.
 - C. Parties for whom written consent has been executed by the parent or guardian.

D. School officials or employees having a legitimate educational interest.

3. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling and postage (if any) may be charged for furnishing copies of any student record.

2. The custodian of student records annually shall recommend a fee schedule for approval by the CREC Council.

3. No fee shall:

A. effectively prevent the parents or guardians from exercising their right to inspect and review student records.

B. be charged for searching or retrieving a student's record.

Transfer of Student Records

Whenever a student transfers to another public, private, charter, or magnet school, the student's records are returned to the sending LEA for transmission to the new school. In cases of transfers from one CREC school to another, the student's records are sent directly to the new school.

Expungement of Records Pertaining to Suspension and/or Expulsion

1. Suspension

Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived as permitted by Statute, the administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the administration-specified program and meets any other conditions required by the administration.

2. Notice of Student Expulsion on Cumulative Record

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

Notification of Parents

1. Parents shall be notified in writing of their rights under this regulation upon the date of the student's initial enrollment, and annually thereafter. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:

- A. The type of student records and information contained therein which are directly related to students and maintained by the school system.
- B. The position of the person responsible for the maintenance of each type of record.
- C. The location of the log or record required to be maintained.
- D. The criteria to be used by the school district in defining "school officials and employees" and in determining "legitimate educational interest."
- E. The policies of the school district for reviewing and expunging student records, including the right to inspect and review the student's education records within 45 days of the day the school district receives a request. If circumstances effectively present the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall provide a copy of the records requested or make other arrangements for the inspection or review of the requested records.
- F. The right of the parent or guardian to access (inspect and review) to student records.

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- G. The policy that no fee will be charged for up to two copies of a record.
- H. The categories of information which the school district has designated as directory information and that pursuant to federal law, military recruiters and institutions of higher learning may request and receive names, addresses of all high school students, unless their parents/guardians notify the school, in writing, not to release this information.
- I. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 U.S.C.A. 1232g).
- J. The right to consent to disclosures of personally identifiable information contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

Issue/Practice of Peer Grading

The definition of "education records" excludes grades on peer-graded papers before they are collected and recorded by a teacher. Peer-grading does not violate FERPA.

Truancy

The Capitol Region Education Council believes that regular school attendance is essential to the academic success of students. The Executive Director is authorized to establish procedures for monitoring school attendance so as to identify students ages 5-18 inclusive who are truant and to enlist the cooperation of the LEA, of parents and, when necessary, the juvenile justice system, in order to address the problem when it arises.

Legal Reference: Connecticut General Statutes

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

10-198a through 10-202 Attendance, truancy in general.

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).

Truancy

Monitoring Attendance/Truancy

In accordance with the Truancy Policy of the CREC Council, the following procedures are hereby adopted.

Definitions

“Truant” means a child ages 5-18 inclusive who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

“Parent” means the parent, guardian, or other person having control of a child.

“Chronically absent child” is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

“Absence” means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education..

“District chronic absenteeism rate” means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the CREC Council for such school year.

“School chronic absenteeism rate” means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Remediation of Truancy

1. When a student is identified as a truant, the Executive Director or his/her designee will conduct a meeting with the parent, the LEA, the student, if appropriate, and with such school personnel whose involvement is deemed appropriate by the Executive Director or his/her designee. The meeting will occur not later than ten (10) school days after the child's fourth (4th) unexcused absence in a month or tenth (10th) unexcused absence in a school year and will be for the purpose of reviewing and evaluating thereasons for truancy.
2. The parents of each student attending a CREC school or program will be notified in writing annually at the beginning of the school year of their statutory obligation to insure that their

child attends school. Annually at the beginning of the school year and upon any enrollment during the school year, CREC will obtain from the parent of each student a telephone number or other means of contacting such parent during the school day.

2. Each CREC school or program serving students ages 5-18 inclusive shall develop and submit annually to the Executive Director or his/her designee a system of monitoring individual unexcused absences of students. Such system shall provide that whenever a child enrolled in a CREC school or program fails to attend on a regularly scheduled school day, and there is no indication that the child's parent is aware of the absence, a reasonable effort to notify the parent, by telephone and by mail, shall be made by school or program personnel or volunteers under the direction of school or program personnel.
3. CREC shall, in cooperation with LEAs, coordinate services with, and referrals of students to, community agencies providing child and family services.
4. On or before 8/15/2018, CREC shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the district that has a disproportionately high rate of truancy, as identified by the Commissioner of Education.

Chronic Absenteeism

In accordance with state statute, attendance review teams shall be established as follows:

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

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

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

The district shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available.

Reports/Referrals

Reports/Referrals

The number of truant and chronically absent children shall be included in the annual strategic school and district profile reports submitted to the Commissioner of Education.

The principal or designee of any elementary or middle school located in a town/city designated as an alliance district may refer a parent/guardian with a child defined as a truant or who is at risk of becoming a truant to the children's truancy clinic established by the Probate Court serving such town/city.

NOTIFICATION OF PARENTAL OBLIGATIONS UNDER C.G.S. 10-184

Dear: _____

Connecticut law requires that the Capitol Region Education Council annually provide you with this written notice of your obligations under Connecticut General Statute 10-184 (copy attached). This law provides that each parent or other person having control of a child five years of age and older and under eighteen years of age is obligated to cause the child to attend school regularly during the hours and terms school is in session, unless such parent or other person shows that the child is elsewhere receiving equivalent instruction. Connecticut General Statute 10-185 provides that each day's failures to comply with these requirements are a separate offense, punishable by a \$25.00 fine.

Regular student attendance is essential to the educational process. So that we may seek to inform you if your child is absent without explanation, the law also requires, that we obtain from you a telephone number or other means of contacting you during the school day. Please meet this obligation by filling out and promptly returning the form below.

Thank you for your cooperation.

Sincerely,

(Program Director)

.....

Parent/Guardian Name: _____

Telephone number where you might be reached during the school day: _____

Name(s) of students:

Dress Code

School Uniforms

I. Representative Involvement

The decision to implement school uniforms shall be made by the Executive Director or his/her designee, with input from administration, staff, and parents/guardians. In schools where a school-wide uniform is implemented, the Principal with input from staff, and parents/guardians of the individual school shall select the specific uniform to be worn. Once selection has been made, the school uniform shall be mandatory for all students.

II. Information Dissemination

- A. The Principal or designee shall give parents/guardians a minimum of six months notice before a school uniform policy is implemented.
- B. The school shall communicate information to parents/guardians regarding the uniform policy, including its rationale, benefits to students, and specific information, such as:
 - 1. Description of uniform.
 - 2. Availability of financial support and procedures for seeking assistance.
 - 3. Availability of uniforms.
 - 4. Methods to facilitate recycling of uniforms within the school community.
- C. The information shall be communicated through the school's newsletter, parent meetings, PTA meetings, registration materials, and parent/student handbooks.

III. Basic Tenets to be Observed

- A. Students who attend a school where they are required to wear a uniform may:
 - 1. Display religious messages on items of clothing to the same extent they are

permitted to display other comparable messages.

2. Wear attire which is part of their religious practice.

Wear or display expressive items, such as a button, so long as such items do not contribute to disruption by substantially interfering with discipline or with the rights of others.

A. No student shall be denied attendance at school, penalized or otherwise subjected to compliance measures for failing to wear the required uniform for reason of financial hardship.

Food Service-Charging Meals

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

Although not required by law, because of CREC's participation in the Child Nutrition Programs, the CREC Council authorizes administration to establish a system to allow a student to charge a meal to his/her automated prepayment account.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students".

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

Policy adopted: January 21, 2015

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Charging

Meals

The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings we are helping to teach students the value of good nutrition.

CREC uses MySchoolBucks.com in CREC sponsored meal programs, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, and make deposits to their child's school meal account. (Non-CREC sponsored meal programs use various other online payment systems, and meal charging policies are determined by the program sponsor.)

Any student whose account has insufficient funds and does not bring a meal from home may charge no more than 3 lunches and 3 breakfasts. When the charge limit is reached, an alternate supplemental meal may be provided in some schools until the charges are paid in full. This meal will not be charged to the student's meal account.

A verbal repayment reminder may be given at the time of each charge. Each Thursday, an automated reminder phone call and e-mail will be sent to the household. If payment is not received, a formal letter will be sent and a follow up call will be made to the household. If a financial hardship is suspected, the school principal shall encourage the family to apply for free/reduced meals anytime during the school year.

Unpaid meal charges will be considered "delinquent debt". CREC may refer delinquent debt to a collection service. CREC's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. Delinquent debt, that has not been recovered by June 30 will be considered "bad debt." Bad debt will be written off as an operating loss and will not be absorbed by the nonprofit school food service account, but must be restored using non-federal funds.

As funds from the non-profit school food service account may not be used to cover the cost of charged meals, all charges not paid for before the end of the school year will be refunded to the school lunch account.

Adults are not allowed to charge meals and shall pay for such meals at the time of service or through their pre-paid lunch account.

This regulation shall be included in the student/parent handbooks, placed on the CREC website, on the website of each school and published at the beginning of each school year at the time information is distributed regarding free and reduced-price meals.