

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Special Meeting

October 23, 2023

6:00 p.m.

Windsor Locks High School - Library Media Center

**In Person Attendance Open to All
Optional Public Attendance via Zoom,**

[Click Here to Register](#)

Windsor Locks Board of Education

Dennis Gagnolati, Chairman

Kylee Christianson, Vice Chairwoman

Margaret Byrne

Jim McGowan

Joe Tria

Superintendent of Schools

Shawn Parkhurst

DISTRICT 2022-2025 (3) THREE YEAR VISION

All students will meet or exceed grade level standards because we want all students to feel a sense of accomplishment to pursue their passion.

Board of Education
Town of Windsor Locks
Special Meeting - Agenda
October 23, 2023 - 6:00 pm
Windsor Locks High School - Library Media Center
In Person Attendance Open
Optional Public Attendance via Zoom, [Click Here to Register](#)

- I. Call to Order
 - A. Roll Call
 - B. Pledge of Allegiance
 - C. Student Board Representative
 - D. Board of Education and Superintendent Communications
- II. Public Audience (only on Agenda Items)
 - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- III. Windsor Locks High School Field Trip
- IV. Approval of Minutes: **Vote Needed** p. 4 Exhibit I
 - September 28, 2023 Regular Meeting
 - October 10, 2023 Special Meeting
- V. Business Office Report: **Vote Needed** p. 15 Exhibit II
- VI. Policy
 - A. Policy Review: **First Read:** p. 17 Exhibit III
 - 4118.237/4218.237/5141.8 Face Masks/Coverings - **Rescind** p. 18
 - 4121 Substitute Teachers - **New** p. 22
 - 5145.53 Transgender and Gender Non-Conforming Youth - **New** p. 24
 - 6146 - Graduation Requirements - **Rescind** p. 30
 - 6146A - Graduation Requirements for the Class of 2023- **Revise and Renumber to 6146** p. 35
 - 6148 FAFSA Completion - **Revised** p. 40
 - 7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning - **New** p. 42

B. Policy Review - Second Read/Possible Approval:	p. 47	Exhibit IV
- 5111/5112 Admission and Placement - Revision	p. 48	
- 5131.911 Bullying Interventions: Regulation - Revision	p. 56	
- 5141.21 Administering Medication - Revision	p. 109	
- 6145.1 Extracurricular Activities - Eligibility to Participate - Revision	p. 168	
- 6146.1 Grading and Reporting System - Revision	p. 170	
- 6159 Individualized Education Program/Special Education Program - Revision	p. 175	
VII. Math Presentation and Workshop	p. 182	Exhibit V
VIII. Board and Superintendent Comment		
IX. Adjourn Meeting		

For the Chairperson of the Board of Education
Shawn L. Parkhurst - Superintendent of Schools
Copy: Town Clerk - Please Post

Exhibit I

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: OCTOBER 23, 2023
RE: APPROVAL OF MINUTES

September 28, 2023 Regular Meeting

October 10, 2023 Special Meeting

**Windsor Locks Board of Education
58 South Elm Street
Windsor Locks, CT 06096**

**MINUTES OF THE SPECIAL MEETING,
September 28, 2023 at 6:00 p.m.**

These minutes are not official until approved at a subsequent meeting.

Members Present: D. Gragnolati, K. Christianson, and J. Tria
Members Absent: M. Byrne and J. McGowan
Administrators: S. Parkhurst, S. Lee, A. Pierce, M. Parrette, M. Biggs, G. Testani,
C. Dolmer, J. Robinson, and G. Weigert
Student Representatives: None
Students: None
Staff: D. Bole and P. Sibila
Others: A few people and some participating via Zoom
Press: None

I. Call to Order

At 6:15 p.m., Chairman Mr. Dennis Gragnolati indicated that the Board had not heard from a Board Member from the other party if they plan to attend. According to the interpretation he was told, both parties must have representation at the meeting.

A motion was made by Ms. Christianson and seconded by Mr. Tria to adjourn the meeting; however, a vote could not take place as it was not an official meeting.

Chairman Mr. Gragnolati adjourned the meeting at 6:15 p.m. and indicated it would be rescheduled.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

**Windsor Locks Board of Education
58 South Elm Street
Windsor Locks, CT 06096**

**MINUTES OF THE SPECIAL MEETING,
October 10, 2023 at 6:00 p.m.**

These minutes are not official until approved at a subsequent meeting.

Members Present: D. Gragnolati, K. Christianson, M. Byrne (via Zoom),
J. McGowan and J. Tria

Members Absent: None

Administrators: S. Parkhurst, S. Lee, R. Bissonnette (via Zoom), M. Warner,
C. Domler, M. Briggs, J. Robinson, M. Parrette and G.
Weigert

Student Representatives: Emma Norris

Students: None

Staff: D. Bole and P. Sibila

Others: P. King, P. Sayers, P. Harrington, S. Storms, J. Savino
and others participating via Zoom

Press: None

I. Call to Order

Chairman Mr. Dennis Gragnolati called the Special Meeting to Order at 6:00 p.m. held at the Windsor Locks High School Media Center and via Zoom.

A. Roll Call for Quorum

All Board Members were present, including Ms. Margaret Byrne via Zoom.

B. Pledge of Allegiance

All stood up and pledged allegiance to the flag.

C. Student Board Representative

Mr. Parkhurst introduced the new Student Representative, Ms. Emma Norris. She is a senior in the Class of 2024. She gave the Board an update on the fall sports noting the girls' soccer senior night will be on October 18, 2023 at 6:30 p.m. at Veteran's Park. She commented that the Homecoming Parade was moved to October 14, 2023, due to the rainy weather a few weeks ago. She noted the Robotics team has an upcoming competition in Old Lyme.

D. Board of Education and Superintendent Communications

Mr. Parkhurst welcomed Ms. Emma Norris as the Student Representative for the 2023-2024 school year. He congratulated Mr. Sibila and the Windsor Locks High School marching band for their performance this year at the Big E. He commented on the fall sports and spoke about the new Athletic Director who is very supportive of the athletes. He suggested everyone look at the website under athletics, which is informative of upcoming games and events. The calendar also coincides with the CIAC calendar. He thanked Vice-Chair Mrs. Christianson and Board Member Mr. McGowan for their help during the Dollar for Scholars mum sale, although the weather did not cooperate. All schools parent nights have been completed and successful. He reminded everyone the Homecoming Parade will be October 14, 2023 at 2:30 p.m. and following the parade the JV football game will be played. He reiterated the parade will be held weather permitting. Internet Safety Day was held as assemblies for the fifth graders, middle school and high school students. A parent evening event was offered and provided useful information.

II. Public Audience (Only on Agenda Items) in Accordance with BOE Policy 9020

None both in-person and Zoom.

III. Recognition and Celebration

A. Board Member Margaret Byrne

Mr. Parkhurst recognized Board Member Margaret Byrne for her 20 years of service on the Board of Education. She provided a steady voice and always had the students' best interests in mind. She was committed to the Board of Education and attended many professional learning opportunities at CABE Conventions. She had a long tenure on the Board of Education, including many years as Vice-Chair and sitting on the finance subcommittees. She will leave a tremendous void. He thanked her for all of her years of service.

Mrs. Patricia King, former Chairwoman of the Board of Education, congratulated Ms. Byrne for her 20 years of tenure on the Board of Education. She thanked her for all of her support over the years and noted it was a privilege to serve and work with her for 18 years. She served on many committees including finance subcommittee and policy subcommittee and always provided good input and legal advice at those meetings. She was objective during expulsion hearings and always had the students' best interests at heart. She has been professional, knowledgeable, team player and she could go on and on. Through the years, they have become friends, and she was truly grateful and wished her success in her future.

Ms. Peggy Sayers also congratulated Ms. Byrne for her 20 years of service to the Board of Education and other Boards which she has served on over

the years. She is grateful for her commitment. She has adopted Windsor Locks as her home town with her time on the Board of Finance, helping the Democratic Committee and work with elected offices. It is not often to have someone give that much service. She will be truly missed.

Mr. Josh Robinson, Director of Pupil Services, spoke for the administration. He thanked Ms. Byrne for all of her support, of him over the last fifteen years at RISE/PMA. Thank you for your dedication to the community.

Chairman Mr. Gragnolati thanked Ms. Byrne for all of her service. He noted the first time they met he was an employee of the district and they have worked together over the last six years. He thanked her.

Ms. Byrne thanked everyone and apologized she was not able to attend the meeting as she has another meeting to attend at 7:00 p.m. She will miss being a part of the board of Education, especially Dr. Seuss Day.

B. Board Member Joe Tria

Mr. Parkhurst recognized Board Member Joe Tria for his service over the last several years. His first term was in the fall of 2017 and remained until 2019 and returned back to the Board in November of 2021. Over the years, there have been many conversations where they have agreed to disagree but respect each other's opinions. Mr. Parkhurst wanted to give Mr. Tria a gift to share the math scores. In 2017, Windsor Locks was ranked 36 out of 36 districts. Fast forward to 2023, he was happy to report Windsor Locks was ranked 3 out of 36 districts. He also gave Mr. Tria a token of his appreciation to enjoy with his family.

Mrs. Patricia King congratulated Joe for his service on the Board of Education. She appreciates his ongoing commitment to the Board of Education as he left and came back for the students and citizens of Windsor Locks. He shared what he was hearing from parents and students in the community. It has been a privilege to serve with him. On a personal note, she remembers when she couldn't drive, he offered to drive her to the Board meetings and even called just to see how she was doing. She appreciates his friendship and thanked him for his commitment. She wished him well.

Ms. Peggy Sayers thanked Mr. Tria for all of his service and commitment to the Board and the community of Windsor Locks. She appreciates all of the free time he has given to the Board.

Ms. Christine Domler, Assistant Principal of Windsor Locks Middle School, commented she wasn't David, but she would have to do. She thanked him for being the Board liaison to the middle school. She will miss him coming into the school and visit. She appreciates the questions and the "aha" moments he had during Board meetings and visits to the middle school. It

has been a pleasure to watch him learn and grow. She will truly miss him. She hopes he enjoys his retirement.

Ms. Sheri Lee noted it is not very often you are able to work with a family member. She has appreciated the time she was able to spend with him. She thanked him.

Chairman Mr. Gragnolati noted he has been on the Board for six years with Mr. Tria and he appreciates the opinions Mr. Tria had and his willingness to discuss topics and changes his opinion after the discussion and the courage to discuss topics. He wished him well and to enjoy his retirement.

Vice-Chair Mrs. Christianson emotionally commented that she will miss Mr. Tria and thanked him for his commitment to the kids and noted you can teach an old dog new tricks.

Mr. Tria thanked everyone for their kind comments.

Board Recessed: 6:23 p.m.

Board Reconvened: 6:32 p.m.

Board Member Margaret Byrne left the meeting at 6:30 p.m.

IV. Approval of Minutes

- **September 13, 2023 Special Meeting**
- **September 20, 2023 Special Meeting**

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the Minutes of Special Meeting of September 13, 2023 and Minutes of Special Meeting of September 20, 2023, as presented.

V. Personnel Report

A. Resignation

Mr. Parkhurst announced that Ms. Sheri Lee, Human Resources Director has resigned effective October 27, 2023. At the time of her resignation, Ms. Lee has served the Windsor Locks Public School district for twelve (12) years as the Director of Human Resources.

It was **MOVED** (Tria) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education accepts Ms. Lee's resignation with regret, effective October 27, 2023 and offers her our appreciation for all of her efforts on behalf of the students and staff of the Windsor Locks Public Schools.

(a) Updated Job Description

Mr. Parkhurst and Ms. Lee commented on the updated job description. Ms. Lee indicated that the job description has not been updated in twelve years, and a few changes have been made. She noted they added a certification that is needed for the position along with deleting reporting to the Assistant Superintendent to the Superintendent.

A brief discussion was held.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the updated Director of Human Resources job description as presented.

(b) Vacancy Hiring Process & Timeline

Mr. Parkhurst reviewed the timeline in the hiring process for the Human Resources Director. The position will be posted on October 11, 2023; applications will be reviewed on October 30, 2023; first round interviews November 2, 2023; second round interviews November 9, 2023; Board of Education final interviews November 16, 2023; and appointment on November 20, 2023.

B. Change in Hours for Staff Accountant/Grant Manager

Mr. Parkhurst and Ms. Alison Pierce, Director of Finance and Operations, addressed the Board to explain their request for changing hours for the Staff Accountant/Grant Manager. Ms. Pierce noted that after analyzing the workload and hours of the Staff Accountant/Grant Manager, it has come to her attention the position should be increased 2 ½ hours each week; however, the district contract says 37 ½ hours. She noted there are times the position requires 40 to 50 hours per week and during busier times, the position could require 50 to 60 hours per week. She reminded everyone that the district budget is \$33 Million Dollars and there are many, many expenses that need to be logged and balanced, including 8 bank accounts, Café account and two other accounts.

A brief discussion was held between Vice-Chair Mrs. Christianson and Ms. Pierce. It was ultimately the consensus to table the request and to bring the job description of the Staff Accountant/Grant Manager.

First Selectmen Mr. Paul Harrington, Selectman Mr. Scott Storms and Selectman John Savino entered the meeting and apologized for being late as they had another commitment earlier in the evening. Mr. Harrington wanted to thank both Ms. Byrne and Mr. Tria for their commitment to the Board of Education, as a parent with kids in the system, he appreciates the thankless position.

Selectman Mr. John Savino thanked Mr. Tria and Ms. Byrne for all of their years of service to the Board of Education. He hoped they enjoy their retirement.

Selectman Mr. Scott Stores commented that he appreciates the time and energy of all Board Members. He thanked Ms. Byrne for her years of service and Mr. Tria for his second term. He wished both of them success in the future and behalf of the Board of Selectmen, thank you for all of the work done for the community and children of Windsor Locks.

VI. Business Office Report

Ms. Pierce and Mr. Greg Weigert, Facilities Director, discussed the roof repair for the principal's office at South Elementary School. The estimate for the roof repair is \$4,805.00 and the work will be performed by Greenwood Roof Services. It was asked about the warrantee of the work, which was answered the work is warranted for 30 years. The contractor was recommended by the district's roofing advisor, Garland Company.

Ms. Peirce also discussed the grant awarded for the food service upgrades at the middle and high schools in the amount of \$23,927.44.

She discussed the RFP which will be going out for transportation. She requested a Board Member to participate in the RFP Evaluation Committee. She noted that the committee will start in March. It was the general consensus that the appointment of a Board Member to the committee can be tabled until November or December as there will be new Board Members who may be interested.

Lastly, Ms. Pierce discussed a budget transfer. She is requesting transferring from the North Street Schol Instruction Supplies line to the North Street School Supplies – Social Studies lien for required curricular book titles for K-2 teachers. The amount of the transfer is \$750.00.

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the budget transfer as presented.

VII. Facilities Report and Update

Mr. Parkhurst explained that beginning this month and once a month throughout the 2023-2024 school year, a report and update on facilities, including ongoing maintenance costs will be provided. He introduced Mr. Greg Weigert to give the update to the Board. Mr. Weigert began discussing North Street School and the current project, including the HVAC upgrade; main office/principal office blackout shades have been installed; and, playground repairs. South Elementary School he discussed the flex program window replacements and office blackout shades. The middle school hot water heater has failed and currently the school is using the boiler for hot water. The first quote received was \$21,000 he is hoping for a few more quotes before a final decision is made. He noted that the boiler is providing the hot water needed at the school. Pine Meadow Academy the teacher's/storage room expansion is completed. He thanked Dave Carlson for his work in completing

the project. The high school projects are vestibule and classroom window tinting; classroom/office transitions; tree removal will take place on or about October 12, 2023 and six trees will be planted; and, athletic field drainage will take place after the season.

A brief discussion was held regarding spaces at each school for the SRO offices.

VIII. 2023-2024 Grant Funds

Ms. Pierce provided to the Board of Education a listing of various grants, and the use of those grants throughout the 2023-2024 school year.

A brief discussion was held.

IX. Curriculum Status and Updates

Mr. Parkhurst introduced Ms. Megan Parrett, Director of Curriculum, to discuss the update and status of the curriculum in Windsor Locks Public Schools. She discussed the district's work in 2023 K-12 in science and noted that there are 70 standards and only three were missing, but thanks to the team, they are no longer missing. In the Arts, the music program at the high school will be robust. She discussed North Street School and how the district is seeing success in performance in reading and in math using iready program. South Elementary School math workshops and cross curricular with SBAC questions are embedded into the curriculum. She also discussed the high school and the first year of the sign language course, which had three sections and had 55 students attend the classes. The class is considered a language and does fulfill graduation requirements. AP Calculus and Pre-Calculus is being offered along with AP environmental science.

A discussion was held among Board Members, Ms. Parrett, and Ms. Bissonnette regarding AP classes and student attaining a 3 on the final exam as to be awarded college credit for those classes.

X. Discussion of October 26, 2023 BOE Meeting

Mr. Parkhurst commented that the Windsor Locks Youth Services has announced that their annual "Truck or Treat" will be held on Thursday, October 26, 2023 at Windsor Locks High School. Due to this, he asked the Board to consider moving the regular meeting scheduled for October 26, 2023 and move the meeting to a special meeting on October 23, 2023 at 6:00 p.m.

A brief discussion was held.

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education move the October 26, 2023 Regular Meeting to Monday, October 23, 2023 at 6:00 p.m.

XI. Discussion of Board of Education Training Dates

Mr. Parkhurst indicated he had a few dates to schedule the Board Member training. The dates for the training were: November 1, November 6, and November 13, 2023. The training would take place from 4:15 p.m. to 6:15 p.m.

A brief discussion was held, it was noted that the invitation will be extended to the new Board Members after the election.

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education set November 13, 2023 at 4:15 p.m. (in person) for the Board Training.

XII. Board and Superintendent Comments

Mr. Parkhurst wished the freshmen and sophomores good luck in anticipation of their taking of the PSAT later in the week.

XIII. Executive Session

It was **MOVED** (Tria) and **SECONDED** (Christianson) and **PASSED** (U), that the Board of Education enters into Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that are:

- A. Discussion of UE Local 222, CILU/CIPU, CILU #4 - Para-Educators Bargaining Unit Negotiations
That attendance in the Executive Session shall be limited to:
 - Members of the Board of Education
 - Superintendent
 - Director of Human Resources
 - Director of Operations and Finance
 - Others as Requested to Attend

- B. Discussion of UPSEU Local 424 Unit 26 - Food Service Employees Bargaining Unit Negotiations
That attendance in the Executive Session shall be limited to:
 - Members of the Board of Education
 - Superintendent
 - Director of Human Resources
 - Director of Operations and Finance
 - Others as Requested to Attend

The Board entered executive session at 7:27 p.m.

It was **MOVED** (Christianson) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education adjourn executive session and return to public session at 7:53 p.m.

XIV. Adjournment

It was **MOVED** (Christianson) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of October 10, 2023 at 7:54 p.m.

Respectfully submitted,
Denise M. Piotrowicz
Recording Secretary

EXHIBIT II

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ALISON PIERCE, DIRECTOR OF OPERATIONS AND FINANCE

DATE: OCTOBER 23, 2023

RE: BUSINESS OFFICE REPORT

FY24 September Financials

FY24 GL Budget	\$33,025,838.00
Range to Date (September 2023 only)	\$ 2,784,604.33
YTD through September 2023	\$ 4,140,085.18
FY24 Remaining Balance	\$28,885,752.82
FY24 Encumbrances	\$20,850,674.83
FY24 Budget Balance	\$ 8,035,077.99
FY24 % of Budget Remaining	24.33 %

Windsor Locks Public Schools

BOE GF Condensed by Acct Area

Fiscal Year: 2023-2024

From Date: 9/1/2023

To 9/30/2023

Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
010.00.100.0000.000.000								
	Account Area: Student Activity - 100	\$503,939.00	\$5,908.16	\$36,977.72	\$466,961.28	\$76,414.12	\$390,547.16	77.50%
010.00.110.0000.000.000								
	Account Area: Central Administration - 110	\$1,416,473.63	\$97,464.48	\$347,373.56	\$1,069,100.07	\$943,259.12	\$125,840.95	8.88%
010.00.120.0000.000.000								
	Account Area: Capital Improv & Equip - 120	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
010.00.130.0000.000.000								
	Account Area: Administrative Expenses - 130	\$224,984.15	\$8,436.08	\$58,757.56	\$186,226.59	\$111,609.73	\$54,616.86	24.28%
010.00.140.0000.000.000								
	Account Area: Tuition & Special Services - 140	\$2,409,354.00	\$34,787.20	\$122,130.15	\$2,287,223.85	\$276,796.35	\$2,010,427.50	83.44%
010.00.211.0000.000.000								
	Account Area: Principals - 211	\$1,074,718.01	\$77,254.30	\$240,829.20	\$833,888.81	\$796,728.22	\$37,160.59	3.46%
010.00.213.0000.000.000								
	Account Area: Instructional Staff - 213	\$14,942,693.10	\$1,296,258.67	\$1,300,768.67	\$13,641,924.43	\$13,295,596.66	\$346,327.77	2.32%
010.00.214.0000.000.000								
	Account Area: Support Staff - 214	\$2,521,531.16	\$162,932.73	\$219,790.11	\$2,301,741.05	\$1,964,826.86	\$336,914.19	13.36%
010.00.215.0000.000.000								
	Account Area: Secretarial Staff - 215	\$367,096.00	\$28,663.96	\$78,008.83	\$289,087.17	\$288,056.22	\$1,030.95	0.28%
010.00.220.0000.000.000								
	Account Area: Textbooks - 220	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
010.00.230.0000.000.000								
	Account Area: Library - 230	\$25,833.97	\$1,273.20	\$4,005.17	\$21,828.80	\$1,378.14	\$20,450.66	79.16%
010.00.231.0000.000.000								
	Account Area: Technology - 231	\$222,125.00	\$18,783.46	\$89,247.63	\$132,877.37	\$37,751.88	\$95,125.49	42.83%
010.00.240.0000.000.000								
	Account Area: Teaching Supplies - 240	\$185,675.00	\$26,274.11	\$45,936.53	\$139,738.47	\$39,206.91	\$100,531.56	54.14%
010.00.250.0000.000.000								
	Account Area: Instructional Support - 250	\$61,646.43	\$2,469.61	\$6,151.43	\$55,495.00	\$6,585.06	\$48,929.94	79.37%
010.00.300.0000.000.000								
	Account Area: Health Care - 300	\$339,236.00	\$26,261.46	\$26,261.46	\$312,974.54	\$299,150.96	\$13,823.58	4.07%
010.00.520.0000.000.000								
	Account Area: Transportation - 520	\$1,881,834.14	\$26,938.02	\$26,938.02	\$1,854,896.12	\$239,479.70	\$1,615,416.42	85.84%
010.00.610.0000.000.000								
	Account Area: Custodial Staff - 610	\$1,390,591.91	\$104,638.90	\$249,620.87	\$1,140,971.04	\$1,073,809.28	\$67,161.76	4.83%
010.00.620.0000.000.000								
	Account Area: Contracted Service/Plant Op - 620	\$405,552.00	\$28,981.87	\$65,863.42	\$339,688.58	\$75,046.87	\$264,641.71	65.25%
010.00.640.0000.000.000								
	Account Area: Utilities - 640	\$993,445.00	\$56,868.47	\$131,402.49	\$862,042.51	\$802,011.53	\$60,030.98	6.04%
010.00.650.0000.000.000								
	Account Area: Custodial Supplies - 650	\$130,000.00	\$627.43	\$627.43	\$129,372.57	\$0.00	\$129,372.57	99.52%
010.00.720.0000.000.000								
	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$3,846.89	\$11,684.82	\$152,777.68	\$25,599.72	\$127,177.96	77.33%
010.00.721.0000.000.000								
	Account Area: Equip Repair & Rental - 721	\$137,991.00	\$9,983.66	\$48,072.71	\$89,918.29	\$67,104.49	\$22,813.80	16.53%
010.00.729.0000.000.000								
	Account Area: Lease/Rental - 729	\$0.00	\$0.00	\$18,525.00	(\$18,525.00)	(\$9,110.23)	(\$9,414.77)	0.00%
010.00.810.0000.000.000								
	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$131,387.33	\$236,857.63	\$1,323,125.47	\$58,560.15	\$1,264,565.32	81.11%
010.00.820.0000.000.000								
	Account Area: Insurance - 820	\$2,064,173.00	\$634,566.34	\$775,254.87	\$1,288,918.13	\$380,833.09	\$908,085.04	43.99%
	Grand Total:	\$33,025,838.00	\$2,784,604.33	\$4,140,085.18	\$28,885,752.82	\$20,850,674.83	\$8,035,077.99	24.33%

EXHIBIT III

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: OCTOBER 23, 2023
RE: POLICY - FIRST READ

Tonight, the following policies are presented as a first read before the Board of Education:

- 4118.237/4218.237/5141.8 Face Masks/Coverings - *Rescind*
- 4121 Substitute Teachers - *New Policy*
- 5145.53 Transgender and Gender Non-Conforming Youth - *New Policy*
- 6146 Graduation Requirements - *Rescind*
- 6146A Graduation Requirements for the Class of 2023 - *Revise and Renumber to Policy 6146*
- 6148 FAFSA Completion - *Revision*
- 7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning - *New Policy*

Personnel -- Certified/Non-Certified

Students

Face Masks/Coverings

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the *Framework for Connecticut Schools*, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

The Windsor Locks Board of Education (Board) is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of the Board is the health and well-being of students and staff as the District prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

Definitions

Face covering/mask – a cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. (*Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus, which is currently by droplets when an individual coughs, sneezes or talks.*)

Face shield – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

Transportation

Student passengers and bus drivers and any other adults present on a bus at any time, are required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus, van or other vehicles and must be kept in place until they are completely off the bus or van. The Board shall provide back-up masks if students do not have face coverings when boarding a school bus or van.

School Buildings and Grounds

All students, staff, and visitors are required to use face coverings that completely cover the nose and mouth, when they are inside the school building or on school grounds, even when social distancing is maintained. An individual shall be excused from this requirement for the following listed reasons, per CDC guidance.

The individual:

1. has trouble breathing;
2. is unconscious;
3. is incapacitated; or
4. cannot remove the mask or face covering without assistance.

In addition, masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a physician is required in order for the Board to permit a medical exemption. The note should state the medical reason for the requested exemption, such as, but not limited to, difficulty breathing.

Parents/guardians may not excuse their child from this face mask requirement, by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.

In addition to the wearing of face masks, the District will maximize social distancing between student's workstations and desks to the greatest extent possible. Space between the teacher and students is to be maximized to reduce the risk of increased droplets from teachers during instruction.

Transparent (clear) masks should be considered as an option for teachers and students in classes for deaf and hard of hearing students. Pre-K, Kindergarten and special education teachers should consider wearing clear masks.

Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. The Board recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

School Buildings and Grounds

The Board shall provide to any student, staff member or visitor a face mask if such individual does not have one. Training shall be provided as necessary regarding the proper use of face coverings. Information shall be provided to staff, students and students' families regarding the proper use, and removal.

Limited Exceptions to Use of Face Coverings

When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or during scheduled, adult supervised masks breaks or when students are outside

and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.

Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g. English Learners, early childhood, foreign language, etc.) and social distancing is maintained.

Mask Breaks

Breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility and in accordance with district and school schedules and guidelines.

During time of eating, face masks or coverings may be removed. Masks are required in all cafeterias while entering and leaving or getting food and drinks. They may be removed at appropriately socially distanced tables in order to eat but must be replaced after eating.

When masks are removed during a mask break, the mask must be placed over one ear or on the individual's wrist to avoid any other high contact/high touch surface.

A recess period may be used as a break from wearing masks when no more than one class is outside at a time and social distancing requirements are maintained to the greatest degree possible.

Violations of this Policy

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable Board policy. If a student refuses to wear a face mask or covering and does not fulfill any of the exemptions allowed by this policy, the building administrator or designee will meet with the student to educate them on why the mask is required for health and safety reasons. The parent/guardian shall be contacted. If a visitor refuses to wear a face covering, for non-medical reasons, entry to the school/district facility may be denied.

Community Outreach

The District shall engage in community education programs including signage, mass and targeted communication, and positive reinforcement that will actively promote mask use consistent with CDC, DDH, CSDE and OSHA guidance. Community members will be reminded that mask use does not replace the need for social distancing, washing of hands and other preventative practices recommended by all appropriate authorities.

- The District shall maintain in each school a supply of disposable face coverings in the event that a staff member, student or visitor does not have one for use.
- Special attention must be given to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing and after replacing the face covering/
- When medically appropriate, nurses shall substitute use of metered dose inhalers and spacers for students with respiratory issues.
- Face shields with face masks may be used by staff who support students with special healthcare needs such as those who are unable to wear masks and who may need assistance with activities of daily living, such as toileting and eating.
- Mask use will not be required by employees when they are alone in private offices. However, they are required to mask when anyone enters a private office space and are

required to wear a mask if their office space is physically shared with others and does not allow for 3-6 feet of physical distance or if the work area is frequented by others.

Until further notice the Board will require the wearing of masks as prescribed in this policy. The Board reserves the right to interpret the provisions of this policy and to modify any or all matters contained in this policy at any time, subject to applicable law.

- (cf. 5141.22 – Communicable/Infectious Diseases)
- (cf. 5141.6 – Crisis Management Plan)
- (cf. 6114 – Emergencies and Disaster Preparedness)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.8 – Pandemic/Epidemic Emergencies)
- (cf. 6114.81 – Emergency Suspension of Policy During Pandemic)

Legal Reference: Connecticut General Statutes
10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-221 Boards of education to prescribe rules.
19a-221 Quarantine of certain persons.
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.
The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.
Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together
Connecticut LEA School Reopening Template
CDC Considerations for Schools
CDC Symptoms of Coronavirus
CDC Quarantine & Isolation
CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
CDC Schools Decision Tree for Schools Reopening

Policy adopted: August 13, 2020

Personnel -- Certified

4121 - Substitute Teachers

A substitute teacher shall be a person who has earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health ~~and welfare~~ plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

It is the intent to use only certified teachers as substitutes, whenever possible.

If long-term substitutes are required (more than 10 consecutive days for one assignment), the substitute must meet certification requirements for that assignment. Long-term substitute teachers are those who are requested to serve more than 10 consecutive days for the same teacher. In such cases, following the 10th day, the rate of pay will be in the prorated daily rate of the beginning B.A. salary step in effect for that school year.

Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.

Rates for daily substitutes and the first 10 days of long-term substitutes will be determined annually

during the budget process for the following year.

Cooperative, interdistrict and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference: Connecticut General Statutes
10-183v Reemployment of teachers.
10-145a Certificates of qualification for teachers.
June 19 Special Session, Public Act No. 09-1
An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects and Making Changes to the Statutes Concerning School building Projects and Other Education Statutes. (Section 48) Public Act No. 09-6 September Special Session
10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal. (as amended by PA 16-67)
10-222c Hiring policy. (as amended by PA 16-67)
PA 23-159 (Section 18)

Policy Adopted:

Students

5145.53 Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students 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 of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

“Gender identity” is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

“Transgender” describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

“Gender expression” refers to 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. This includes people who identify outside traditional gender categories or identify both genders.

“Sexual Orientation” refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

“Cisgender” refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

“Gender Fluid” may be a form of both gender identity and gender expression. It generally

describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

“Gender Minority” is an umbrella term referring to individuals not identifying as cisgender.

“Gender Transition” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in reasonable fear of physical or emotional harm, or
- c. infringes on the rights and opportunities of an individual at school.

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

“Harassment” means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender non-conforming presentation at school. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official Records

The District is required to maintain a mandatory permanent student record (“official record”) that includes a student’s legal name and legal gender. However, the District is not required to use a student’s legal name and gender on other school records or documents. The District 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. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Note: A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student’s official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student’s legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA*, a school must consider the request of a minor student’s education records that is inaccurate, misleading, or in violation of the student’s privacy rights. Consider, therefore, the following language as an alternative to the above. *(Family Educational Rights and Privacy Act)

The District recognizes, under FERPA, that a student has the right to request the school to change his/her name and gender on such student’s school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student’s privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student’s chosen name and gender identity, regardless of whether the student has completed a legal name change.

Names/Pronouns

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.

The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of this policy.

Gender-Segregated Activities

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 gender identity.

Student Information Systems

The District 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.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. 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 they are transgender or gender non-conforming.

Locker Room Accessibility

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. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

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.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers 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 by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

- Legal Reference: Connecticut General Statutes
- 1-1n “Gender identity or expression” defined.
 - 10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)
 - 10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166
 - 46a-51 Definitions.
 - 46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.
 - 46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

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

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

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

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

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

“Guidance on Civil Rights Protections and Supports for Transgender Students,” Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

PA 23-145 An Act Revising the State’s Antidiscrimination Statutes

Policy Adopted:

Instruction

Graduation Requirements

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Windsor Locks Public Schools has adopted a mastery-based system of teaching, learning, promotion, and graduation. Beginning with the Windsor Locks High School Class of 2020, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to master the expected standards and graduate college, career and life ready.

Graduation from our public school implies (1) that they have satisfactorily demonstrated the District's performance standards, assessed in part by the statewide mastery examinations, and (2) that they have fulfilled the legally mandated number and distribution of credits.

Definitions

Mastery-Based Learning refers to approaches used in which students advance upon mastering skills and content according to an established set of rigorous standards. Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed required hours in a classroom.

A mastery-based learning environment consists of state standards and district-developed competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that students are expected to meet are clearly articulated.

Content Graduation Standards are the final outcomes expected of students upon graduation from high school. They focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career the graduation standards and diploma requirements that must be met to earn a high school diploma.

Instruction

Graduation Requirements

Definitions

A. Communicating Graduation Requirements (continued)

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the District's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

B. Academic Requirements for Graduation

Commencing with the Windsor Locks High School graduating class of 2020, all students must master the following graduation requirements:

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut state requirements. As a transitional plan while the Connecticut State Legislature studies and ultimately makes a final decision about the use of the Carnegie Unit as the basis for earning "credits," students shall earn a minimum of 25 credits based on mastery of the graduation standards associated with the subject areas listed.
 - a. English Language Arts (4 credits)
 - b. Mathematics (3 credits)
 - c. Social Studies (3 credits)
 - d. Science (3 credits)
 - e. Health Education (1 credit) and Physical Education (1 credit)
 - f. Visual and Performing Arts (1 credit)
 - g. World Languages – through demonstration
 - h. Career and Technical Education (1 credit)
 - i. Advisory/Raider Block (1 credit)
 - j. Electives (7 credits)

Instruction

Graduation Requirements

Definitions

B. Academic Requirements for Graduation (continued)

The Windsor Locks Public School's administration, faculty, and staff will apply the set of standards and performance indicators that are aligned with the content-area standards of the State of Connecticut.

All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

2. Windsor Locks High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:
 - a. A clear and effective communicator
 - b. A self-directed learner and collaborative worker
 - c. A creative and practical problem solver
 - d. A responsible citizen
 - e. An informed thinker
3. All students will design, document and defend a culminating project that demonstrates their mastery of content and cross curricular graduation standards.
4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Windsor Locks High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. This includes high school level coursework students may take at Windsor Locks Middle School, provided the same criteria is used to designate students' mastery of the standards required to earn the credit. Examples of these courses include but are not limited to Algebra 1, Spanish 1, Geometry, Algebra 2, etc. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

Instruction

Graduation Requirements

Definitions (continued)

C. Multiple Pathways

Windsor Locks High School offers all students multiple learning options that allow students to demonstrate mastery of content and cross curricular standards, earn academic credit and satisfy graduation requirements. Windsor Locks High School also encourages its students to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a plan that documents and defends how the experience satisfies both graduation requirements and expected cross curricular and content area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Extended learning opportunities, internships, field work, or exchange experiences
7. Independent studies or long-term projects

D. Transfer and Home-School Students

For students who transfer to Windsor Locks High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Windsor Locks High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Windsor Locks High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended Windsor Locks High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

E. Students Receiving Special-Education Services

Students who successfully meet Windsor Locks High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Instruction

Graduation Requirements

Definitions (continued)

F. Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

G. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference:

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237 An Act Concerning High School Graduation.)

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted: June 9, 2016

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Instruction

Graduation Requirements ~~for the Class of 2023~~

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Windsor Locks Public Schools have adopted a mastery-based system of teaching, learning, promotion, and graduation. Beginning with the Windsor Locks High School Class of 2020, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to master the expected standards and graduate college, career, and life-ready.

Graduation from our public school implies (1) that they have satisfactorily demonstrated the District's performance standards, assessed in part by the statewide mastery examinations, and (2) that they have fulfilled the legally mandated number and distribution of credits.

Definitions

Mastery-Based Learning refers to approaches used in which students advance upon mastering skills and content according to an established set of rigorous standards. Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed required hours in a classroom.

A mastery-based learning environment consists of state standards and district-developed competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that students are expected to meet are clearly articulated.

Content Graduation Standards are the final outcomes expected of students upon graduation from high school. They focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's education decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's education career the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and

diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the District's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

B. Academic Requirements for Graduation

Commencing with the Windsor Locks High School graduating class of 2023, all students must master the following graduation requirements:

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut State requirements. As a transitional plan while the Connecticut State Legislature studies and ultimately makes a final decision about the use of the Carnegie Unit as the basis for earning "credits," students shall earn a minimum of 25 credits based on mastery of the graduation standards associated with the subject areas listed.
 - a. Humanities* (which includes ELA) 9 credits including civics and the arts
 - b. STEM – 9 credits
 - c. Physical Education and Wellness – 1 credit
 - d. Health and Safety Education – 1 credit
 - e. World Languages – 1 credit
 - f. Mastery-based assessment – 1 credit
 - *Culminating project that demonstrates mastery of cross curricular standards:*
 - Clear and effective communicator
 - Self-directed learner and collaborative worker
 - Creative and practical problem solver
 - Responsible citizen
 - Informed thinker
 - g. Electives – 3 credits

*The humanities are fields of learning that help us understand and appreciate human history, culture, values, and beliefs. Philosophy, literature, religion, art, music, history, and language have become part of the subjects collectively categorized as the humanities.

The Windsor Locks Public school's administration, faculty, and staff will apply the set of standards and performance indicators that are aligned with the content-area standards of the State of Connecticut.

All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

2. Windsor Locks High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:
 - a. A clear and effective communicator
 - b. A self-directed learner and collaborative worker
 - c. A creative and practical problem solver
 - d. A responsible citizen
 - e. An informed thinker
3. All students will design, document and defend a culminating project that demonstrates their mastery of content and cross-curricular graduation standards – this will be the mastery-based diploma assessment.
- ~~4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.~~
4. Pursuant to sections 319 and 320 of Public Act 23-204, starting with the high school graduating class of 2025, a student will not be permitted to graduate from Windsor Locks High School unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE. This waiver can be completed by the parent/guardian or the student (if 18 or older or an emancipated minor). On and after March 15, the principal, school counselor, teacher or other certified educator may complete such waiver on behalf of any student if they affirm that they have made a good faith effort to contact the parent/guardian or student on at least three (3) occasions about completing the FAFSA or other institutional aid form.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Windsor Locks High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. This includes high school level coursework students may take at Windsor Locks Middle School, provided the same criteria is used to designate students' mastery of the standards required to earn the credit. Examples of these courses include but are not limited to Algebra 1, Spanish 1, Geometry, Algebra 2, etc. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

C. Multiple Pathways

Windsor Locks High School offers all students multiple learning options that allow students to demonstrate mastery of content and cross-curricular standards, earn academic

credit and satisfy graduation requirements. Windsor Locks High School also encourages its students to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a plan that documents and defends how the experience satisfies both graduation requirements and expected cross-curricular and content area standards.

Learning options may include, but are not limited to the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Extended Learning opportunities, internships, fieldwork, or exchange experiences
7. Independent studies or long-term projects

D. Transfer and Home-School Students

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(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes
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10-233(a) Promotion and graduation policies.
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools
P.A. 13-247 An Act Implementing Provisions of the State Budget
P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted: June 13, 2019 WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

6148 Instruction

FAFSA Completion Program

The Board of Education (Board) recognizes that college, for many students, continues to be an important pathway that helps to provide students with the necessary skills for work and for lifelong learning. In addition, research has indicated the students who complete the Free Application for Federal Student Aid (FAFSA) are more likely to attend college with financial aid.

Many Connecticut students, eligible for college, fail to complete the FAFSA each year, resulting in the loss of funds that could help support their postsecondary education.

The Board acknowledges that Connecticut has, for eligible school districts, implemented a FAFSA Completion Challenge (Challenge). This Challenge is based on the premise that FAFSA completion is strongly associated with postsecondary enrollment and outcomes. Students who complete the FAFSA, in greater numbers, attend college directly from high school in comparison to non-completers.

~~**Note:** The statewide FAFSA Challenge is a partnership between the State Department of Education (SDE) and the Connecticut College and Career Readiness Alliance. This partnership aims to strengthen postsecondary access and enrollment by raising FAFSA completion rates among high school seniors.~~

Pursuant to sections 319 and 320 of Public Act 23-204, starting with the high school graduating class of 2025, a student will not be permitted to graduate from Windsor Locks High School unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE. This waiver can be completed by the parent/guardian or the student (if 18 or older or an emancipated minor). On and after March 15, the principal, school counselor, teacher or other certified educator may complete such waiver on behalf of any student if they affirm that they have made a good faith effort to contact the parent/guardian or student on at least three (3) occasions about completing the FAFSA or other institutional aid form.

Therefore, the Board, through this policy, sets as a goal a District initiative to improve the completion rates for FAFSA among grade 12 students or students in District adult education programs. This goal aims to strengthen District efforts to improve postsecondary enrollment and student outcomes and to make it easier for students to attend postsecondary education.

District efforts to meet this initiative should spark and support local creativity to increase FAFSA completion and postsecondary enrollment rates. The Board directs the administration to develop plans to pilot and initiate new strategies to increase yearly student FAFSA completion rates. The Board may accept gifts, grants, and donations, including in-kind donations, to implement this policy.

As required, the Board will publish and make available on the District website the annual FAFSA student completion rate for the graduating class of each high school within the District.

Legal Reference: Connecticut General Statutes
P. A. 21-199 An Act Concerning Various Revisions and Additions to the
Statutes Relating to Education and Workforce Development, Sect. 6, 7, 8.

Policy Adopted: March 2022

New Construction

7230.2 Indoor Air Quality/Heating, Ventilation, and Air Conditioning (HVAC)

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

Starting on January 1, 2025, and annually thereafter, for all District facilities the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality complying with the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long-range facilities program, its air quality program, and green cleaning program. The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;
5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;
9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;

13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, Ventilation, and Air Conditioning (HVAC)

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board direct the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2025, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components
4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or non-central mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building in accordance with most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Any such corrective actions shall be performed, where appropriate, by a contractor, who is licensed in accordance with chapter 393. The local or regional Board of Education conducting an inspection and evaluations pursuant to this subsection shall make available for public inspection the results of such inspection and evaluation at a regularly scheduled meeting of such Board and on the Internet website of such Board and on the Internet website, if any, of each individual school. The local or regional Board of Education shall not be required to provide for a uniform inspection and evaluation under this subdivision for any school building that will cease to be used as a school building within the three years from when such inspection and evaluation is to be performed.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.
3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore, mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.
7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.

9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference: Connecticut General Statutes
10-220 Duties of boards of education
10-231(f) Indoor air quality committees
10-282(19) Definitions
10-283 Applications for grants for school building projects
10-286 (a)(9) Computation of school building project grants
10-291 Approval of plans and site. Expense limit
10-292 Review of final plans by Commissioner of Education. Exceptions;
role of local officials
10-231g Green Cleaning Program at schools: Definitions, Implementation,
Notice
PA 22-118 An Act Concerning the State Budget for the Biennium Ending
June 30, 2023
PA 23-167 An Act Concerning Transparency in Education

Policy Adopted:

Additional Resources

For more information on asthma contact:

U.S. Environmental Protection Agency

www.epa.gov/iaq/schools

Download the IAQ Tools for Schools Kit from EPA's website.

www.epa.gov/asthma

Find more asthma resources on EPA's website

www.epa.gov/cleanschoolbus

Learn about EPA's clean school bus initiative on EPA's website

U.S. EPA Indoor Air Quality Information Clearinghouse (IAQ INFO)

(800) 438-4318

(703) 356-5386 Fax

Call to request the IAQ Tools for Schools Kit

Allergy and Asthma Network/Mothers of Asthmatics, Inc.

(800) 878-4403

www.aanma.org

Ask about obtaining their School Information Packet

American Lung Association

(800) LUNG-USA

www.lungusa.org

Ask about the *Open Airways for Schools* program and the Asthma-Friendly Schools Toolkit.

Asthma and Allergy Foundation of America

(800) 7-ASTHMA

www.aafa.org

Ask about AAFA's *Asthma Management at School* presentation for parents and school personnel. Also available are additional school-based child and teen education materials.

Center for Disease Control and Prevention

(888) 232-6789

www.cdc.gov/asthma

Find out more information on the Asthma Prevention Program by visiting this website.

EXHIBIT IV

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: OCTOBER 23, 2023

RE: POLICY - SECOND READ / POSSIBLE APPROVAL

The following policy revisions are presented as a second read with possible approval:

- 5111/5112 Admission and Placement - *Revision*
- 5131.911 Bullying Interventions: Regulation - *Revision*
- 5141.21 Administering Medication - *Revision*
- 6145.1 Extracurricular Activities - Eligibility to Participate - *Revision*
- 6146.1 Grading and Reporting System - *Revision*
- 6159 Individualized Education Program/Special Education Program - *Revision*

Possible Board Motion: “**Move** that the Board of Education approve revisions to the following Policies as presented: 5111/5112 Admission and Placement, 5131.911 Bullying Interventions (Regulation), 5141.21 Administering Medication, 6145.1 Extracurricular Activities - Eligibility to Participate, 6146.1 Grading and Reporting System, and 6159 Individualized Education Program/Special Education Program.”

Students

5111/5112 - Admission and Placement

School Age Entrance

The Windsor Locks Public Schools (WLPS) shall be open to all children between five years of age and under twenty-one (21). Specific guidelines include the following:

Students who attain the age of five on or before the first day of January of any school year will be eligible to attend kindergarten on the first day of the school year the preceding fall. **Beginning in the 2024-2025 school year, students who attain the age of five on or before September 1st of any school year will be able to attend kindergarten on the first day of the school year in that same school year.**

Students who reach age six on or before the first day of January of any school year may enter first grade on the first day of that school year the preceding fall.

Exceptions to routine admission may be made by the school principal on the basis of supporting evidence from physical and psychological examinations.

A child who meets the school age entrance requirements may attend the WLPS provided the child additionally meets residency requirements as set forth in state law as well as Windsor Locks Board Policy 5118, Residency and Non-Resident attendance and/or Windsor Locks Board Policy 5118.1, Homeless Students.

Admission

Each child admitted to the WLPS shall be advised by the appropriate school authorities, of an equal opportunity to participate in the program and activities of the school system without discrimination on account of race, color, sex, religion, national origin or sexual orientation, gender identity or expression or disability.

Special education will be provided (CGS 10-76d(b2)) for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

Parents and those who have the care of children five years of age and under eighteen (18) years of age are obligated by Connecticut law to require their children to attend public school in the District in which the child resides, unless the parent/guardian is able to show that the child is elsewhere receiving equivalent instruction in the studies required in the public schools. The parent/guardian or person having control of a child seventeen (17) years of age may consent to the withdrawal of such student from school. To withdraw the student, the parent/guardian or person who has care of the seventeen year of child is required to personally appear at the school district office and sign a withdrawal form (Form 2). The District shall provide the parents or

guardians with information on the educational opportunities available in the school system.

The parent or guardian who has the care of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The option may be renewed when the child reaches six years of age if the parent/guardian wishes to defer enrollment until the child is seven years of age.

The parent/guardian shall exercise above option by personally appearing at the school district office and by signing an option form (Form 1). The District shall provide the parents or guardians with information on the educational opportunities available in the school system.

Each child entering the district schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. If the parents or guardians of any children are unable to pay for such immunizations, the expense of such immunizations shall, on the recommendation of the Board, be paid by the town. Proof of domicile may also be requested by the Building Principal.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by ESSA. WLPS shall work with the child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. Students who are classified as homeless under federal law and therefore do not have a fixed residence, will be admitted pursuant to federal law and Board policy 5118.1, Homeless Students.

Parents/guardians shall bear the cost of health assessments for entry to school, except for parents or guardians who meet the eligibility requirements for free and reduced price meals under the National School Lunch Act. Where parents meet these eligibility requirements, the Board of Education shall bear the cost of such assessments. In all cases where further testing or treatment beyond the basic assessment is necessary, the parent or guardian shall bear the costs of such testing or treatment.

No child shall be required to undergo a physical or medical examination or treatment, or to be compelled to receive medical instruction, if the parent or legal guardian of such pupil, in writing, notifies the Principal or other person in charge of such students that such parent or guardian objects, on religious grounds, to such physical or medical examination or treatment or medical instruction.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The Board shall immediately enroll any student who transfers from Unified School District #1

or Unified School District #2. A student transferring from the Unified School Districts who had previously attended school in the WLPS District prior to enrollment in Unified School District #1 or Unified School District #2 shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

Placement

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

Students who apply for initial admission to the District's schools by transfer from non-public schools or from public schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal and consultation with the student's parent/guardian.

At the high school level, a student's record of transfer shall be received and appraised. If the school from which the student is transferring is accredited by the New England Association of Secondary Schools and Colleges or its equivalent, the courses and their levels, credits and grades shall be transferred to the Windsor Locks High School. If the district is not accredited the administration and guidance staff shall appraise and determine the courses credible toward graduation. These decisions will be reviewed with the student and parents/guardians.

The transferring student's class rank shall be based upon grades as transferred. Where transcripts received indicate letter grades only, the sending school will be asked to supply the numerical grades.

WLPS shall provide written notification of enrollment to the school district where the transferring student previously attended not later than two business days after the student enrolls. The school district where the student previously attended school shall transfer the student's education records to the WLPS no later than ten days after receipt of notification of enrollment, and if the student's parent or guardian did not give written authorization for the transfer of such records, shall send notification of the transfer to the parent or guardian at the same time that it transfers the records.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The Board shall immediately enroll any student who transfers from Unified School District #1 or Unified School District #2. A student transferring from the Unified School Districts who had previously attended school in the WLPS District prior to enrollment in Unified School District #1 or Unified School District #2 shall be enrolled in the school such student previously attended,

provided such school has the appropriate grade level for the student.

In the case of a student who transfers from Unified School District #1 or Unified School District #2 to the WLPS, the Board shall provide written notification of enrollment in the District to Unified School District #1 or Unified School District #2 not later than ten days after the date of enrollment. The Unified School District shall, not later than ten days after receipt of notification of enrollment from the WLP, transfer the records of the student to the WLPS. Not later than thirty days after receiving the student's education records, the student shall be credited by WLPS for all instruction received in Unified School District #1 or Unified School District #2.

Transfer and New Resident Students

Parents and students making application to the school system shall complete a registration form. All immunizations and health requirements shall be met prior to the admission of the student. Copies of records and transcripts shall be obtained from sending schools with authorization of the parent or guardian or student if eighteen years of age or more in accordance with Board Policy 5141.3 Health Assessments and Immunizations. Students born in high risk countries and entering school in Connecticut for the first time should receive either TST (tuberculin skin test) or IGRA (interferon-gamma release assay). Any individual found to be positive shall have an appropriate medical management plan developed that includes a chest radiograph. Students not already known to have a positive test for tuberculosis should be tested if they meet any of the risk factors for TB infection

Assignment of Former Home-Schooled Students to Classes

When a student enters the District from home-schooled instruction, the District is required to determine the appropriate grade level and course level placement for the student. The procedures/guidelines contained in Board Policy 5122.3, Assignment of Former Home-Schooled Students to Classes, and its regulations shall be followed to guide such a determination.

Elementary

Grade placement shall be the responsibility of the principal and shall be based on general achievement with consideration given to the mental, physical, emotional and social maturity of the child.

In general, students transferring into the system will be placed at the same grade level as in the school from which they transferred. However, transferring as well as continuing students may be retained or advanced in grade at the Principal's discretion after consultation with parents.

Secondary

At the high school level, a student's record of transfer shall be received and appraised. If the sending school, i.e. school from which the student is transferring, is a school accredited by The New England Association of Secondary Schools and Colleges or its equivalent, the courses and

their levels, credits and grades shall be transferred and received in total by Windsor Locks High School. If the school is not accredited the administration and guidance staff shall appraise and determine the courses creditable toward graduation. Any decision in this regard shall be reviewed with the parents and students. In general, the number of course credits and required courses for graduation at Windsor Locks High School shall supersede the requirements for graduation at the sending school. In the event that the sending school does not comply with said request, the Guidance Department staff will convert the letter grades to their numerical equivalents, utilizing the midrange score for each letter grade. Consideration for senior class valedictorian and salutatorian shall be given to students whose enrollment in Windsor Locks High School has extended over a period of at least 1 year.

The transferring student's class rank shall be based on his/her grades as transferred. Where transcripts received indicate only letter grades, the sending school shall be asked to send the numerical grades as well for the purpose of calculating class rank.

When secondary and post-secondary schools request records of students transferring from Windsor Locks, upon the release of records authorized by the parent or guardian or student if over eighteen, the Guidance Department shall forward to such schools copies of the academic records transferred from previously attended schools as well as copies of all Windsor Locks academic records.

When secondary and post-secondary schools request records of District students, upon the release of records authorized by the parent or guardian or student if over eighteen, the Guidance Department shall forward to such schools copies of the academic records transferred from previously attended schools as well as copies of all Windsor Locks academic records.

Children who have attained the age of seventeen and who have terminated enrollment in the District's schools with parental permission as described previously and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination, unless such child seeks readmission to a District school not later than ten days after such termination. In such case the child will be provided school accommodations not later than three days after the requested readmission.

Legal References:

Connecticut General Statutes

10-15 Towns to maintain schools

10-15c Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247

10-76a - 10-76g re special education

10-184 Duties of parents Duties of parents. School attendance age requirements (as amended by PA 98-243, PA 00-157 and PA 09-6 (September Special Session)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfer

10-220h Transfer of student records, as amended.

P.A. 11-115 An Act Concerning Juvenile Reentry and Education 10-233a - 10-233f

Inclusive; re: suspend, expel, removal of pupils 10-233c Suspension of pupils
10-233d Expulsion of pupils
10-233k Notification of school officials of potentially dangerous students. (as amended
by PA 01-176)
10-261 Definitions
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)
10-76d-7 Admission of student requiring special education (referral) 10-204a
Required immunizations (as amended by PA 98-243) McKinney-Vento Homeless
Assistance Act, 42 U.S.C. §11431 et seq. *Plyler vs. Doe*, 457 U.S. 202 (1982)

Policy Adopted: March 28, 2013
Policy Revised: September 9, 2021

**ACKNOWLEDGEMENT OF OPTION TO NOT ENROLL A
CHILD SIX OR SEVEN YEARS OF AGE IN SCHOOL**

Pursuant to Section 10-184 of the Connecticut General
Statutes

I, _____, of

Name of Parent, Guardian or Other

Address

the parent, guardian or other person charged with the care of the following minor child

_____, of _____ who was

Name of Child

Address

born on _____ do hereby choose not to send my child to public

Date

school during the _____.

School Year

Furthermore, before signing this form, a representative of the

Name of District

school district met with me and provided me with information concerning the educational
opportunities and school accommodations available in the school system.

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

**ACKNOWLEDGEMENT OF OPTION TO EXEMPT ATTENDANCE
OF CHILD SEVENTEEN YEARS OF AGE FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes

I, _____, of _____,
Name of Parent, Guardian or Other **Address**

the parent, guardian or other person charged with the care of the following minor child

_____, of _____ who was
Name of Child **Address**

born on _____ do hereby elect to withdraw my child from public

school. Furthermore, before signing this form, a representative of the _____
Name of District

school district met with me and provided me with information concerning the educational opportunities and school accommodations available in the school system.

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

Bullying and Teen Dating Violence Interventions

Action Steps for School Administrators

- Immediately intervene in all bullying and teen dating violence incidents.
- Involve parents of bullies and victims of bullying and teen dating violence, where appropriate.
- Form “friendship groups” or other supports for students who are victims of bullying.
- Involve school counselors or mental health professionals, where appropriate.
- Assess the awareness and the scope of the bullying and teen dating violence problem at your school through student and staff surveys.
- Closely supervise students on the playing fields and in classrooms, hallways, rest rooms, cafeterias, and other areas where bullying occurs in your school.
- Conduct school wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and teen dating violence and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
- Encourage parent participation by establishing on-campus parent’sparent centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying and teen dating violence incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying and teen dating violence. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying and teen dating violence.
- Develop strategies to reward students for positive, inclusive behavior.
- Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests, and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and teen dating violence and enlist their support in defining bullying and teen dating violence as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not look the other way when incidents involving bullying occur.

Bullying Interventions

Strategies for Classroom Teachers (continued)

- Provide age-appropriate classroom activities and discussions related to bullying, teen dating violence and violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/victim confrontation.
- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary groupinggroupings of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying or teen dating violence is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies and perpetratorperpetrators of teen dating violence when a confrontation occurs; and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims and victims of teen dating violence, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend on and with whom they share class schedule information and plans for the school day.
- Listen receptively to parents who report bullying and teen dating violence and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult_;
- report bullying/teen dating violence victimization incidents to school personnel_;

Bullying Interventions

Strategies for Students (continued)

- ~~—speak up and/or offer support to the victim when they see him/her being bullied or victimized, for example, picking up the victims books and handing them to him or her;~~
- ~~—privately support those being hurt with words of kindness or condolence;~~
- ~~—express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and~~
- ~~—attempt to defuse problem situations either single handedly or in a group—for example, by taking the bully aside and asking him/her to “cool it.”~~

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/ teen dating victim conflict is to foster their child’s confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child’s social skills. Respect is a basic right. All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the perpetrator’s behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a perpetrator. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child’s experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child. They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child’s version of the incident, making it harder for the perpetrator or the perpetrator’s parents to deny its authenticity.
- While it is often important to talk with the perpetrator or his/her parents, be careful in your approach. Speaking directly to the perpetrator may signal to the perpetrator that your child is a weakling. Speaking with the parents of a perpetrator of **bullyingbullying** or teen dating violence may not accomplish anything since lack of parental involvement in the child’s life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to “standing up for oneself.”

Bullying Interventions

Strategies for Parents (continued)

- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child ~~has to~~must make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often ~~is~~lookinglooks for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully's behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self-esteem. Also, help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying and teen dating violence.
- If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials. Bullying or acts of bullying or teen dating violence should not be tolerated in the school or the community. Students should not have to tolerate bullying or teen dating violence at school any more than adults would tolerate such situations at work.

**Students
Bullying**

Model Safe School Climate Plan

I. Purpose/Priority Statement

The Windsor Locks Public Schools is committed to providing all students with a safe learning environment that is free from harassment, ~~bullying and~~ cyberbullying and teen dating violence. The goal is the establishment of a positive school climate in which norms, values, and expectations make students and adults feel socially, emotionally, intellectually, and physically safe. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and teen dating violence and other harmful and disruptive behavior that can impede the learning process. The District expects that all members of the school community will treat each other in a civil manner and with respect for differences. Accordingly, the Board adopts the Safe School Climate Plan outlined in this regulation.

II. Prohibition Against Bullying and Teen Dating Violence

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

III. Definition of Bullying

Bullying Definitions

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

” means an act that is direct or indirect and severe, persistent or pervasive which:

~~A. A. _____ causes physical or emotional harm to such student or damage to such student’s property~~
A. _____ causes physical or emotional harm to such student or damage to such student’s property

~~B. B. _____ places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,~~
B. _____ places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

~~C. _____ creates a hostile environment at school for such student,~~

5131.911R(a)

- D. ~~C.~~ _____ infringes on the rights and opportunities of ~~such student~~ an individual at school, ~~or,~~
E. ~~_____ substantially disrupts the education process or the orderly operation of a school.~~

~~Students~~

Bullying

~~**Model Safe School Climate Plan**~~

~~**Definitions (continued)**~~

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

IV. Other Definitions

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

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

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

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

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

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

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

5131.911R(b)

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

Students

Bullying

Model Safe School Climate Plan

Definitions (continued)

“School climate” means the quality and character of school life ~~with a particular focus on the quality of the relationships within the school community between and among students and adults. (It is based on people’s students’, parents’, guardians’ and school employees’ experiences of school and reflects life, including, but not limited to,~~ norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.)

~~Reporting and Responding to Bullying and Retaliation~~ (“Positive school climate” means (A) a school climate in which the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

V. ~~Complaint Process~~

A. Publication of the Prohibition against Bullying and Teen Dating Violence and Related Procedures

1. The prohibition against bullying and teen dating violence shall be publicized ~~by including the following statement~~ in the student handbook of each ~~of the district schools~~ school and shall include the following statement along with the most current definition of bullying and teen dating violence as defined in state law:

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

5131.911R(e)

~~physical act or gesture by one or more students repeatedly directed at another student attending school in the same district that:~~

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

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

Students

Bullying

Model Safe School Climate Plan

~~A. — Publication of the Prohibition against Bullying and Related Procedures (continued)~~

Students ~~who engage~~ are prohibited from engaging in any act of bullying 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

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

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

~~B. — Appropriate School Personnel~~

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

VI. Roles and Responsibilities of School Personnel

A. District Safe School Climate Coordinator

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

Students

Bullying

Model Safe School Climate Plan

~~B. Appropriate School Personnel (continued)~~

~~District Safe School Climate Coordinator~~

~~(continued)~~ The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; ~~and~~
4. Respond to bullying and teen dating violence in District schools ;
- ~~4.5.~~ Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the district and make recommended changes to the District's safe school climate plan.
- ~~5.6.~~ Successfully complete for the school year commencing July 1 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once)

B. Safe School Climate Specialist

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

The Specialist in each school shall:

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

C. Teachers and Other School Staff

1. School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying or teen dating violence shall promptly notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such employee witnesses or receives a report of bullying or teen dating violence. A written report must be filed not later than two school days after making such an oral report concerning the events witnessed or reported.
2. In addition to addressing both informal and formal complaints, school employees and others are encouraged to address the issue of bullying or teen dating violence in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and teen dating violence and help eliminate bullying behavior and teen dating violence through class discussions, counseling, and reinforcement of socially appropriate behavior.
3. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying”.

€ VII. Annual Notification of the Complaint Process

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

VIII. Complaint Process

Students

Bullying (continued)

Model Safe School Climate Plan

Students and/or parents may file verbal or written complaints concerning suspected bullying and teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying and teen dating violence to school employees.

~~D.~~ A. Formal Written Complaints

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

~~E.~~ B. Informal/Verbal Complaints by Students

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

~~F.~~ C. Anonymous Complaints

Students may make anonymous complaints of bullying or teen dating violence. There are two kinds of anonymous complaints. One that comes to the attention of school personnel without knowledge of the identity of the person making the report (i.e., anonymous note) and the other is brought forth by an individual who requests to have his/her identity remain confidential.

All anonymous complaints shall be investigated to the maximum extent possible. No disciplinary action shall be taken solely based on an anonymous report.

5131.911R(f)

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school employee who receives the complaint. Should anonymity be requested, the Safe School Climate Specialist, if not the Principal or his/her designee, shall meet with the student to review the request for anonymity and to discuss the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. ~~—At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.~~

Students

Bullying (continued)

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies

A. ~~Teachers and Other School Staff~~

~~School employees who witness acts of bullying or teen dating violence, as defined above, or who receive reports of bullying~~

~~When a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining individual of the condition that his/her report be anonymous. The District will act in accordance with its legal obligation to further investigate and/or report the allegation to third parties such as the police or an another outside agency.~~

~~After investigation of the complaint, reasonable action will be taken to address the situation.~~

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

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

~~In addition to addressing both informal and formal complaints, school employees and other are encouraged to address the issue of bullying or teen dating violence in other interactions with students. Teachers and other professionals may find opportunities to educate students about bullying and teen dating violence and help eliminate bullying behavior and teen dating violence through class discussions, counseling, and reinforcement of socially-~~

5131.911R(g)

~~appropriate behavior. All school employees including teachers and other professional employees should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student, even if such conduct does not meet the formal definition of “bullying.”~~

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies (continued)

B. Responsibilities of the Safe School Climate Specialist

1. Investigation

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

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

2. Parental Notification/Meeting Invitation

- a. The school shall notify the parents or guardians of ~~all~~ students ~~involved in a who~~ commit any verified ~~acts~~ 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 (48) hours after the completion of the investigation. The ~~notice~~required notification shall ~~be simultaneously mailed to~~include the ~~parent/guardian with whom~~ results of such an investigation.

5131.911R(h)

- b. Each school shall notify the parents or guardians of student primarily resides and in the case of a divorced/split situation, to the other parent/guardian if requested. who commit any verified acts of bullying or teen dating violence and the parents or guardians of students against whom such acts were directed, verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Connecticut General Statutes, Sections 10-4a and 10-4b, as published on the Board's Internet web site.
- c. The notice must describe the school's response, school shall invite the parents or guardians of a student against whom bullying 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/student against whom such act was directed, and any consequences that may result from policies and procedures in place to prevent further acts of bullying or teen dating violence.

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies (continued)

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

~~1.~~ Investigation

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

- ~~d.~~ The school shall invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting with the parents or guardians of student who acts of bullying or teen dating were directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying.

~~2.~~ X. Responsive and Remedial Actions

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

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

The following sets forth permissible interventions for Safe School Climate Specialist, building principals ~~(or other responsible program administrators)~~designee to enforce the Board’s prohibition against

bullying and teen dating violence.

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Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies (continued)

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

~~2. Remedial Actions~~

a. Non-disciplinary Interventions

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

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

In any instance in which bullying or teen dating violence is verified, the building Principal (or other responsible program administrator) shall invite the parents or guardians of the student against whom such act was directed, and the parents or guardians of a student who commits any verified act of bullying, to ~~a meeting~~separate meetings to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. ~~In the discretion of the building Principal or other responsible program administrator, the meeting(s) described in this section may be held jointly or separately. (The SDE recommends such meetings to be separate)~~

b. Disciplinary Interventions

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

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies

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

2. ~~Remedial Actions~~

b. ~~Disciplinary Interventions (continued)~~

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

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

e. c. **Interventions for Bullied Students**

~~The Safe School Climate Specialist/Building Principal (or other responsible program administrator) or his/her designee shall intervene in order to address repeated incidents of bullying against a single individual.~~ Intervention strategies for a bullied student may include, but are not limited to, the following:

- Counseling;
- Increased supervision and monitoring ~~of student~~ to observe and intervene in bullying or teen dating violence situations; or retaliation.
- Encouragement of the student to seek help when ~~victimized or witnessing victimization;~~ needed, or if experiencing continued bullying or teen dating violence.
- Peer mediation where appropriate.

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies (continued)

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

- d. Referrals for either or both a bullied student or a perpetrator of bullying may be made by school administration as deemed appropriate to an in school and/or outside of school agency, institution, group or individual (i.e., PPT; police)

~~3.~~ XI. General Prevention and Intervention Strategies

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

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

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

~~For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is~~

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~~responsible for developing and fostering a safe school climate and addressing issues related to bullying and teen dating violence in the school.~~ The committee must include at

least one parent/guardian of a student enrolled in the school appointed by the principal, school personnel, including but not limited to at least one teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, medical and mental health personnel assigned to such school, and in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying and teen dating violence;
2. Identify and address patterns of bullying and teen dating violence among students in the school;
- ~~3.~~ Implement the provisions of the school security plan and safety plan (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (defined in Connecticut General Statutes 10-222d) and report such information as necessary, to the District Safe School Climate
- ~~3.~~ Coordinator and to the school's security and safety committee.
4. Review and amend school policies relating to bullying and teen dating violence;

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies

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

~~3. General Prevention and Intervention Strategies (continued)~~

5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school~~;~~.
 6. Educate students, school employees and parents and guardians of students on issues relating to bullying~~;~~ and teen dating violence.
 7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence~~;~~ and.
 8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.
 - ~~9.~~ 9. Parent and student members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise the confidentiality of a student.
- d. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur~~;~~.
 - ~~e.~~ e. Inclusion of grade-appropriate bullying education and teen dating violence education and prevention curricula in kindergarten through high school~~;~~.
 - f. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, or student who commits teen dating violence, parents and school employees. Such interventions may include referrals to a school counselor, psychologist, or other appropriate social or mental health services, and periodic follow-up by the safe school climate specialist with the bullied child~~;~~.
 - ~~g.~~ g. School-wide training related to safe school climate~~;~~.
 - ~~h.~~ h. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings and individual interventions~~;~~.
 - ~~i.~~ i. Respectful responses to bullying and teen dating violence concerns raised by

| students, parents or staff;2

- ~~j.~~ j. Planned professional development programs addressing bully/victim and teen dating perpetrator/victim problems~~;~~.
- ~~k.~~ k. Student peer training, education and support. Use of peers to help ameliorate the plight of victims and include them in group activities~~;~~.

Students

Bullying

Model Safe School Climate Plan

Staff Responsibilities and Intervention Strategies

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

3. ~~General Prevention and Intervention Strategies~~ (continued)

- ~~y.~~ l. ~~_____~~ Avoidance of sex-role stereotyping (e.g., males need to be strong and tough);;
- ~~z.~~ m. ~~_____~~ Continuing awareness and involvement on the part of staff and parents with regards to prevention and intervention strategies;;
- ~~aa.~~ n. ~~_____~~ Modeling by all school employees of positive, respectful, and supportive behavior toward students;;
- ~~bb.~~ o. ~~_____~~ Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;;
- ~~ee.p.~~ _____ Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.

- ~~dd.~~ q. ~~_____~~ Utilizing a culturally competent school-based curriculum focusing on social-emotional learning, self-_____awareness and self-regulation

Reporting Obligations

C. ~~Report to the Parent or Guardian of the Perpetrator~~

~~If after investigation, acts of bullying or teen dating violence by a specific student are verified, not later than forty eight (48) hours after the completion of the investigation, the Building Principal/Safe School Climate Specialist or his/her designee shall notify the parent or guardian of the perpetrator in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification. In addition, the school shall invite the parent/guardian of a student who commits any verified act of bullying or teen dating violence (after the completion of the investigation) to a meeting to communicate to the parents/guardians the measures being taken by the school to ensure the safety and measures being taken by the school to ensure the student's safety and to prevent further acts of bullying or teen dating violence. Records will be maintained by the School Principal/Safe School Climate Specialist of the bullying and teen dating violence reports, subsequent investigations and parental/guardian meetings.~~

Students

Bullying

~~Model Safe School Climate Plan~~

~~Reporting Obligations (continued)~~

~~M. — Reports to the Targeted Student and his/her Parent or Guardian~~

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

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

S. XII. List of Verified Acts of Bullying/Teen Dating Violence

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

Students

~~Bullying (continued)~~

~~Model Safe School Climate Plan~~

XIII. Prohibition against Discrimination and Retaliation

~~A.~~ A. Safety

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

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

The District will not tolerate any unlawful or disruptive behavior, including any form of bullying or teen dating violence, cyberbullying, discrimination or retaliation in our school buildings, on school grounds, or in school related activities. All reports and complaints of bullying, teen dating violence, cyberbullying, discrimination and retaliation will be investigated promptly and prompt action will be taken to end that behavior and restore the ~~student's sense of safety to the students~~ student's sense of safety to the students against whom such bullying or teen dating violence was directed ~~(target's) sense of safety~~. This commitment is to be supported in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Before formally investigating the allegations of bullying, teen dating violence, ~~discrimination~~ or retaliation, the Principal/Safe School Climate Specialist or designee will take steps to assess the need to restore a sense of safety to the alleged student against whom such bullying or teen dating violence was directed (target) and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a personal safety plan; pre-determining seating arrangements for the alleged victim (target) and/or the alleged perpetrator in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the alleged student against whom such bullying or teen dating violence was directed (target); and altering the alleged perpetrator's schedule and access to the alleged target. The Principal/Safe School Climate Specialist will take additional steps to promote safety during ~~the course of~~ and after the investigation, as necessary.

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

bullying or retaliation.

Students

Bullying

Model Safe School Climate Plan

~~Prohibition against Discrimination and Retaliation (continued)~~

~~A. Safety (continued)~~

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

~~B.~~ B. Law Enforcement Notification

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

XIV. Training Requirements for School Staff

A. Certified staff of the District shall be provided in-service training on the prevention, identification and response to school bullying and teen dating violence and the prevention of and response to youth suicide.

~~B.~~ Beginning teachers shall satisfactorily complete instructional modules as required by

B. C.G.S. 10-145a which shall include a module in classroom management and climate, which shall include training regarding the prevention, identification, and response to school bullying, teen dating violence and the prevention of and response to youth suicide.

C. Non-certified staff of the District will participate in annual training to be provided, within available appropriations, by the Connecticut State Department of Education. The training may be presented in person by mentors, offered in state-wide workshops, or through on-line courses. Such training may include, but is not limited to:

1. Developmentally appropriate strategies to prevent bullying and teen dating violence among students in school and outside the school setting,
2. Developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence,

Students

Bullying

Model Safe School Climate Plan

Training Requirements for School Staff (continued)

3. Information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence,
4. Research findings on bullying, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence in the school setting,
5. Information about the incidence and nature of cyberbullying as defined in C.G.S. 10- 222d, or
6. Internet safety issues as they relate to cyberbullying.

XV. Notification Requirements to Employees and the Public

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

XVI. School Climate Assessments

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

XVII. Bullying Through the Use of Technology (Cyberbullying)

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

Students

Bullying

Model Safe School Climate Plan

~~Bullying Through the Use of Technology (Cyberbullying) (continued)~~

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

The District’s discipline policy states that misuse, on or off campus, of electronic devices, for threatening/bullying/hazing or harassment is a violation and can be the basis for discipline on or off campus. When information is received that a student or students are involved in bullying through the use of technology either as the actor or a member of a group, or the victim, the following will be considered:

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

XVIII. Relationship to Other Laws

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

Students

Bullying

~~Model Safe School Climate Plan~~ (continued)

C. Nothing in the “Plan” is designed or intended to prohibit reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

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

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

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

Regulation approved:
Revised:

March 28, 2013
March 24, 2016

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

ANNUAL BULLYING NOTICE

Bullying behavior by any student in the Windsor Locks Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

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

~~Causes~~**Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:

- ~~A.~~ A. causes physical or emotional harm to ~~such student or damage to such student’s property~~ an individual,
- ~~B.~~ B. places an individual in reasonable fear of physical or emotional harm ~~to himself or herself, or of damage to his, or her property,~~
- ~~C.~~ C. infringes on the rights and opportunities of ~~such student~~ an individual at school, ~~or.~~
- ~~E.~~ E. substantially disrupts the education process or the orderly operation of a school.

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

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

Students ~~who engage~~ are prohibited from engaging in any act of bullying 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 the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or

B.

C. Substantially disrupts the education process or the orderly operation of a school.

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

Disciplinary Sanctions for Bullying Harassment, Discrimination and Retaliation

The following has been adapted from the Policy on Bullying

Disciplinary Policy Regarding Civil Rights Issues

The District prohibits all forms of discrimination and harassment, as defined below, based on the following protected categories: race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, gender-identity or expression and/or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The District also prohibits bullying and teen dating violence, as defined below.

The District will not tolerate retaliation against persons who take action consistent with this disciplinary policy.

The prohibition against bullying, teen dating violence, discrimination, harassment and retaliation applies to all students on all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities, school-related transportation and in production and work-based learning sites.

The District may also take appropriate disciplinary and corrective action for misuse of privately owned or school owned/operated electronic devices or other technology ~~where it occurs~~when occurring on campus ~~or if it takes place~~and off campus if the incident poses a likelihood of substantial disruption to the educational process or the orderly day to day operations of the school.

Reports or complaints of bullying, teen dating violence, discrimination, harassment or retaliation will be investigated.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Retaliation

Disciplinary sanctions and corrective actions may include, but are not limited to one or more of the following:

1. a written warning~~;~~
2. classroom or school transfer~~;~~
3. short-term or long-term suspension~~;~~
4. exclusion or expulsion~~;~~
5. exclusion from participation in school-sponsored functions, after school programs and/or extracurricular activities~~;~~
6. Limiting or denying student access to a part or area of a school~~;~~
7. Parent conferences~~;~~
8. Adult supervision on school premises~~;~~

9. A voluntary apology to the victim~~);~~.

10. Awareness training (to help student perpetrators understand the impact of their behavior~~);~~).

11. Participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs;
12. Mandatory counseling; ~~and/or.~~
13. Any other action authorized by and consistent with the Student Code of Conduct and/or school disciplinary code.
14. Appropriate referral including reports to law enforcement, state agencies, school counseling and PPT.

Protection Against Retaliation

The District will take appropriate steps to protect students from retaliation when they report, or file a complaint ~~of,~~ or cooperate in an investigation of a violation of the bullying policy. Threats or acts of retaliation, whether person-to-person, by electronic means or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including ~~long-term~~ suspension, exclusion, or expulsion.

False Charges

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

Student Responsibilities

Each student is responsible for:

1. Complying with the Policy on bullying and teen dating violence;
- ~~2.~~ Ensuring that (s)he does not discriminate against another or harass another person because of that person's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, gender identity or expression and/or disability (including but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws;
3. Ensuring that (s)he does not bully another person; ~~and.~~
4. Ensuring that (s)he does not retaliate against another person.
5. Ensuring that(s)he does not engage in teen dating violence.

GLOSSARY OF TERMS

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

BULLYING means an act that is direct or indirect and severe, persistent or pervasive which:

- A. A. _____ causes physical or emotional harm to ~~such student or damage to such student's property~~ an individual,

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

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, ~~or mental, physical, 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.~~

~~developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)~~

DISCRIMINATION: Treating a student or group of students less favorably, or interfering with or preventing a student from enjoying the advantages, privileges or courses of study of a school, including in a production or work-based learning site, because of that student's actual or perceived race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), gender identity or expression, age, genetic information, marital status, sexual orientation, and or disability (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

HARASSMENT: Unwelcome comments or conduct (oral, written, graphic, electronic or physical relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, (including sexual harassment or pregnancy), gender identity or expression, age, marital status, sexual orientation, age or disability (i.e., protected status), that is sufficiently severe, pervasive and persistent so as to limit a student's ability to participate in or benefit from the district's programs or activities.

~~status), that is sufficiently severe, pervasive or persistent so as to unreasonably interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or by creating a hostile, humiliating, intimidating, or offensive educational environment.~~

~~**HARASSMENT:** Also means any unwelcome comment or conduct (oral, written, graphic, electronic or physical) relating to an individual's actual or perceived race, color, national origin, ethnicity, religious creed, sex, age, marital status, sexual orientation or disability that does not involve severe, persistent or pervasive behavior, but if it persists, will likely create a hostile, humiliating, intimidating or offensive educational environment.~~

RETALIATION: Threatening to or retaliating against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment or discrimination. Retaliation includes threats or acts of retaliation, whether person-to-person, by electronic means or through third parties. It also includes overt or covert acts of reprisal, interference, restraint, penalty, discrimination, or harassment against an individual or group for exercising rights under the District Policy on Bullying or the Student Grievance Procedures for Alleged Discrimination and Harassment.

TEEN DATING VIOLENCE: means any act of physical, emotional, or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.

Windsor Locks Public Schools

Report of Bullying Form/Teen Dating Violence Report Form/Investigation Summary Form

School _____ Date _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____

Parent/guardian report _____

Student report _____

Name _____

Name _____

Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

For Staff Use Only:

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes _____ -No _____ Teen Dating Violence Verified: Yes _____ -No _____

Remedial Action(s) Taken: _____

_____ (continued) _____

If Bullying Verified, Report Sent to Parents of Students?

<u>Parents' Names:</u>	<u>Date Sent:</u>
<u>Parents' Names:</u>	<u>Date Sent:</u>
<u>Parents' Names:</u>	<u>Date Sent:</u>
<u>Parents' Names:</u>	<u>Date Sent:</u>

Windsor Locks Public Schools
Report of Bullying Form/Investigation Summary
(continued)

If Bullying Verified, Report Sent to Parents of Students?

Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____
Parents' Names: _____	Date Sent: _____

~~(Attach bullying complaint, or teen dating violence complaint, witness statements, and notification to parents of students involved if bullying/teen dating violence is verified)~~

Windsor Locks Public Schools
Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying or teen dating violence. ~~In order to~~To facilitate a prompt and thorough investigation of the complaint, the _____ Windsor Locks Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identity.

(Please check one):

_____ I hereby give permission for the _____ Windsor Locks Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ I do NOT give permission for the _____ Windsor Locks Public Schools to disclose my child's name, along with any other information necessary to permit the district to investigate such complaint adequately and appropriately ~~investigate such complaint~~, to third parties contacted by the district as part of its investigation. I understand that my refusal of consent may prevent or limit a full investigation of the complaint.

Signature of Parent/Guardian

Date

Name (Please print)

Sample Student Statement

School _____

Student Acknowledgement of Anti-Bullying/Anti-Teen Dating Violence Policy

I understand the policy against Bullying at _____ Windsor Public Schools as explained to me by _____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying or teen dating violence in school, before or after school, on school grounds, on the bus, or at school sponsored events, or 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. I can be subjected to school discipline for bullying or teen dating violence. This could include: after school detention, Saturday detention, pass restriction, loss of field trip opportunities, social probation, suspension in or out of school, and/or possible expulsion.

I promise that I will not engage in any actions or behaviors that could be considered bullying or teen dating violence. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, pupil personnel, SRO, other)

Name: _____ Position _____

**VERIFIED ACTS OF BULLYING
IN THE _____ SCHOOL WINDSOR LOCKS
PUBLIC SCHOOLS**

Bullying Behavior in the Schools

“The Principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. ~~Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with the above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying.~~ The list shall be limited to the number of such verified acts of bullying in the school, and it shall not set out the particulars of each verified act, including but not limited to any personally identifiable student information, which is confidential information by law.”

SCHOOL
NAME: _____

Date	Number of Verified Acts of Bullying	Administrator

Students**Students**5141.21 - Administering Medication

~~policy is for the Board of Education (Board) to determine~~ The purpose of this policy is to determine who shall administer medication in schools and who shall administer medications in a school and under what circumstances medication may be administered to students in school including the circumstances under which self-administration of medication by students shall be permitted.

The Board ~~of Education (Board)~~ of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with this policy, its regulation, state and federal law and the established procedures, and applicable state regulations, sections 10-212a-1 through 10-212a-10 inclusive. In order to provide ~~immunity~~ afforded to school personnel who administer medication, the Board ~~of Education~~, with the advice and approval of the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulation biennially concerning the administration of medications to District students by a nurse, or in the absence of a nurse, by qualified personnel for schools~~..~~. The District's School Medical Advisor (or other qualified physician) shall approve this policy, its ~~regulations~~ regulation, and any changes prior to adoption by the Board.

Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

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

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

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

Carrier means any local or regional school district, any educational institution providing elementary or secondary education, or any person, firm or corporation under contract to such district or institution engaged in the business of transporting students, or any person, firm or corporation engaged in the business of transporting primarily persons under the age of twenty-one years for compensation (C.G.S. 14-212 (2)).

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

Coach means an athletic coach as defined in Connecticut General Statutes Section 10-222e as any person holding a coaching permit issued by the State Board of Education who is hired by a local or regional board of education to coach a sport for a sport season as part of intramural or interscholastic athletics for a school or school district.

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

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

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

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the ~~prescribing physician~~prescriber;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route; and/or
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student, except for the administration of epinephrine for the purpose of emergency first aid pursuant to Section 10-212a-2 of the Connecticut General Statutes and subsection (e) of Section 10-212a-2 of the Regulations of Connecticut State Agencies.

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

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions **110**

affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

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

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

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

Licensed athletic trainer means a licensed athletic trainer employed by the Board of Education pursuant to Chapter 375a of the Connecticut General Statutes.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

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

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378 of the Connecticut General Statutes.

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

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

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

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

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

Physician assistant means an individual licensed to prescribe medications pursuant to Section 20-12d of the Connecticut General Statutes.

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Principal means the administrator in the school.

~~**Qualified personnel for schools** means (a) a full-time employee who meets the local or regional Board of Education requirements~~**Qualified medical professional**, as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication~~defined in C.G.S. 10-212, means a physician licensed under Chapter 370, an optometrist licensed to practice optometry under Chapter 380, an advanced practice registered nurse licensed to prescribe in accordance with Section 10-212a-3 of the State regulations; (b) a coach and licensed 20-94a or a physician assistant licensed to prescribe in accordance with Section 20-12d.~~

~~**athletic trainer who has been trained in the administration of medication pursuant to Section 10-212a-8 of the State regulations; or (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of the State regulations.**~~

~~**For Qualified personnel for schools** means a qualified school employee who is (A) (i) a full time employee, or (ii) a coach, athletic trainer or school paraprofessional, or (B) for school readiness programs and before--and--after--school programs, ~~Directors~~means the director or ~~Director's~~director's designee, and any lead teachers and school administrators who have been trained in the administration of medication ~~may administer medications pursuant to Section 10-212a-10 of the State regulations.~~~~

Qualified school employee, as defined in C.G.S. 10-212, means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.

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

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

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

School medical advisor means a physician appointed pursuant to C.G.S. 10-205.

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

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

Students

~~Administering Medications~~

~~Definitions (continued)~~

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

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

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

General Policies on Administration of Medication

Except for the administration of epinephrine as emergency first aid to students who do not have a prior written parent authorization or written medical order as provided in this policy, and for the self-application of an over-the-counter sunscreen product by students six years of age and older with prior written parent authorization, no medication may be administered to any student without (1) the written order of an authorized prescriber, and (2) the written authorization of the student's parent or guardian or eligible student, and (3) the written permission of the parent for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

A school nurse, or in the absence of a school nurse, any other nurse licensed pursuant to the provisions of Chapter 378 of the Connecticut General Statutes, including a nurse employed by, or providing services under the direction of, the Board at a school based clinic, may administer medication to students in accordance with all state laws and regulations and this policy and its regulations and applicable required training and criminal background checks.

Absent the availability of a school nurse or other licensed nurse, certain qualified employees including paraprofessionals, coaches and licensed athletic trainers, and others as specified in this policy and its regulations who have been properly trained may administer medication to students. Administration shall be in accordance with this policy, its regulations, state and federal law and state regulations for the administration of medication.

Prescribed medication shall be administered to and taken by only the student for whom the prescription has been written.

In compliance with all applicable state statutes and regulations, parents or guardians may administer medications to their own children on school grounds.

Students may be permitted to self-administer medication only in accordance with this policy, its regulations, state law and state regulations governing the administration of medication.

Any student who is six years of age or older may possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, provided prior written authorization signed by the student's parent or guardian is submitted to the school nurse. Authorization shall be renewed each school year. A form will be made available for this purpose.

For any FDA-approved medications being administered according to an approved study protocol, a copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Self-testing of blood glucose level by a child with diabetes

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

Self-administration by a child diagnosed with asthma or diagnosed with a life threatening allergic condition

A child diagnosed with asthma or ~~ana~~ diagnosed life-threatening allergic condition, pursuant to State Board of Education regulations, may ~~carry an~~ possess, self-administer or possess and self-administer medicine administered through the use of an asthmatic inhaler or an EpiPen or similar device in the school at all times or while receiving school transportation services if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board ~~of Education~~ that the child needs to keep an asthmatic inhaler or ~~EpiPen~~ EpiPen at all times to ensure prompt treatment of the ~~child's~~ child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

School Bus Drivers Training

By June 30, 2019, school transportation carriers, including ~~Windsors~~ Windsor Windsor Locks Public Schools (WLPS) carriers, to the extent that WLPS provides direct school transportation services to students, must provide training to all school bus drivers, including instruction on (1) identifying the signs and symptoms of anaphylaxis, (2) administering epinephrine by a cartridge injector ("EpiPen"), (3) notifying emergency personnel, and (4) reporting an incident involving a student's life-threatening allergic reaction ("cartridge injector training"). Such training can be completed online, provided the online module fulfills legislative requirements. Training must be completed upon hire or upon 115

contracting with a new driver, except that a driver who received the training after the most recent issuance or renewal of his or her school bus operator endorsement is not required to repeat it.

In accordance with state law, bus drivers are granted immunity from civil liability that may arise from the emergency administration of a cartridge injector (Epipen) to a student who experiences a life-threatening allergic reaction on or in the vicinity of a school bus while accessing school transportation services.

The transmission of life-threatening allergy information for each WLPS student who may require the use of a cartridge injector while on school transportation shall be shared with transportation carriers in the manner set forth in the regulations accompanying this policy and in accordance with state and federal law.

As a contractor with WLPS for the provision of school transportation services, the transportation carrier (including WLPSPS, as applicable) shall be deemed a “school official” for purposes of providing such school health information for purposes of the Family Educational Rights and Privacy Act (FERPA).

Administration of Medication by a School Nurse

A school nurse may administer medication to any student pursuant to the written order of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist) and the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

Students Administering Medication

General Policies on Administration of Medication ~~(continued)~~ in the Absence of a School Nurse

Administration by Other Licensed Nurses

In the absence of a school nurse, any other nurse licensed pursuant to the provisions of Chapter 378, including a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, ~~only qualified~~ may administer medication to any student. Qualified school personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon received the requisite training in the administration of medication in accordance with state law, received approval of the School Medical Advisor and the school nurse and who have satisfactorily completed a required criminal background check may administer medication to any student ~~in the school following the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check~~ in accordance with state law and regulations and this Policy and its regulations

~~Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.~~

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

~~In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.~~

Administration of Medication by Qualified Personnel for Schools

Qualified personnel for schools who have (1) been delegated by the school nurse upon approval of the School Medical Advisor, (2) been properly trained in the administration of medication to students at least annually, and (3) satisfied a criminal history check may administer medications to students who have a written order from a physician, dentist, optometrist, advanced practice registered nurse, or physician assistant and the written authorization of a parent or guardian. Qualified personnel for schools as defined in this policy, may administer oral, topical intranasal or inhalant medication in the absence of a licensed nurse.

5141.21(h)

Except for the administration of epinephrine as emergency first aid to students who do not have prior written parent authorization or a medical order as provide in this policy, medications with a cartridge injector may be administered by qualified personnel for school only to a student with a medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death.

The school nurse or, school principal shall select a qualified school employee to, under certain conditions as specified in this policy and its regulation and under state law and regulations, give a glucagon injection to a student with diabetes who may require prompt treatment to protect the student from serious harm or death.

A qualified school employee selected by a school nurse and school medical Adviser may administer antiepileptic medication to a student under certain conditions.

Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Administration of Medication by Paraprofessionals

A specific paraprofessional, through a plan approved by a school nurse supervisor and School Medical Advisor, may administer medications including medications administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section ~~10-10-~~212a-9 of the Regulations of Connecticut State Agencies and as described in the administrative regulations. The approved plan also requires the written authorization of the ~~student's~~ student's parent/guardian and pursuant to the written order from the ~~student's~~ student's authorized prescriber licensed to prescribe medication.

A school paraprofessional may be designated as a “qualified school employee” and any individual school paraprofessional identified and trained as a qualified school employee may administer medication in accordance with state law and this policy and regulation.

Storage and Use of Epinephrine Cartridge Injectors (Emergency Administration of Epinephrine to Students without Prior Written Authorization)

A school nurse or in the absence of a school nurse, a qualified school employee who has completed the annual training required by Section 10-212a, of the Connecticut General Statutes, as amended from time to time, shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid. EpiPens expire yearly. Therefore, schools are responsible for refilling their prescriptions annually and for maintaining an adequate supply of EpiPens for emergency first aid to students without prior authorization.

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

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained to administer such epinephrine as emergency first aid. There shall be at least one such

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qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a supply of epinephrine in cartridge injectors (EpiPens) for such emergency use.

During regular school hours, when the school nurse is absent or unavailable, qualified school employees who have completed the annual training required by Section 10-212a, of the Connecticut General Statutes, as amended from time to time, may administer epinephrine as emergency first aid to students who experience allergic reactions and who do not have prior written authorization of a parent or guardian or prior written order of a qualified medical professional for the administration of epinephrine.

For the purpose of administration of epinephrine to students without written authorization who are experiencing a life-threatening allergic reaction, qualified school employees refer to principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, coach or school paraprofessional.

The parent or guardian of any student may submit, in writing, to the school nurse or school medical adviser that epinephrine shall not be administered to such student pursuant to this section. The school nurse shall notify selected and trained personnel of the students whose parents or guardians have refused emergency administration of epinephrine. The Windsor Locks Public Schools shall annually notify parents or guardians of the need to provide such written notice.

Administration of Glucagon to a Specific Student with Diabetes

Qualified school employees may administer glucagon within injectable equipment used to administer glucagon in an appropriate dose for emergency first aid response to students with diabetes in the event that there is written authorization of a student's parent or guardian and the school nurse and school medical Adviser have attested in writing that the qualified school employee has completed the annual training and voluntarily agrees to serve in this capacity. Authorization of injectable glucagon is limited to situations when the school nurse is absent or unavailable. For purposes of emergency medication administration of glucagon, the term qualified school employee refers to a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the school district, coach or school paraprofessional.

Administration of Anti-Epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

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

Emergency Administration of an Opioid Antagonist to Students Without Written Authorization of a Parent/Guardian and Written Order of a Physician

An opioid antagonist such as NaxoloneNaloxone (commonly known as Narcan) may be administered in accordance with Windsor Locks Board of Education Policy 5141.213, Opioid Overdose Prevention (Emergency Administration of Naloxone) to a student without written parent authorization or written medical order in the event of an emergency when a student is suspected of experiencing an opioid overdose. Board Policy 5141.213 establishes who may permissibly administer an opioid antagonist to students and under what circumstances and contains procedures and/or requirements for the acquisition, storage, disposal, stocking and administering of opioid antagonists in school. Nothing in Board Policy 5141.21, Administering Medications, should be construed to prevent the administration of an opioid antagonist in the manner described in Board Policy 5141. 213.

Administration of Medication by Coaches and Licensed Athletic Trainers during Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse.

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

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

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

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

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

Students

~~Administering Medication~~

Administration of Medications in School Readiness Programs and Before- and After- School Programs

Directors, or their designees, who may include lead teachers or school administrators, who have been properly trained, may administer medications to students as delegated by the school nurse or other registered nurse, in school readiness programs and before- and after-school programs that are child care programs. Such programs must either be District-administered or administered by a municipality exempt from licensure by the Department of Public Health and are located in a District public school. Medicine may be administered pursuant to the Regulations of Connecticut State Agencies, Section ~~10-10~~-212a-10, to children enrolled in these programs.

Administration of medications shall be provided only when it is medically necessary for program participants to access the program and maintain their health status while attending the program. A child attending any before- or after-school program, defined as any child care program operated and administered by the Board in any building or on the grounds of any district school, upon the request and with the written authorization of the ~~child's~~ child's parent/guardian and pursuant to the written order from the ~~student's~~ student's authorized prescriber, will be supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication including a cartridge injector. Such administration shall be to a particular student medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death.

Investigational drugs or research or study medications may not be administered by Directors or their designees, lead teachers or school administrators.

Properly trained Directors, ~~Directors'~~ Directors' designees, lead teachers or school administrators may administer medications to students as delegated by the school nurse or other registered nurse. They may administer oral, topical, intranasal, or inhalant medications. No medication shall be administered without the written order of an authorized prescriber and the written approval of the parent/guardian.

The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, ~~physician's~~ physician's assistant, advanced practice registered nurse or registered nurse. (Optional: The selected staff member is also required to complete a course in first aid offered by the American Red Cross, the American Heart Association, the National Ski Patrol, the Department of Public Health or any Director of Health.)

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

The Board will allow students in the school readiness and before- and after-school programs to self-administer medication according to the ~~student's~~ student's individual health plan and only with the written order of an authorized prescriber, written authorization of the ~~child's~~ child's parent or guardian, written approval of the school nurse (The nurse has evaluated the situation and deemed it appropriate and safe and has developed a plan for general supervision of such self-medication.), and with the written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

An error in the administration of medication shall be reported immediately to the school nurse, the parents/guardians and the prescribing physician. In case of an anaphylactic reaction or the risk of such reaction a school nurse may administer emergency oral and/or injectable medication to any child in need thereof on school grounds, or in the school building, according to the standing order of the School Medical Advisor or the ~~child's~~ child's private physician. However, in an emergency any other person trained in CPR and First Aid may administer emergency oral and/or injectable medication to any child in need on school grounds, or in the school building. In addition, local poison control center information shall be readily available at the sites of these

programs. The Program Director or his/her designee shall be responsible for decision making in the absence of the nurse.

In the event of a medical emergency, the following will be readily available: (1) local poison information center contact information; (2) the physician, clinic or emergency room to be contacted in such an emergency; and (3) the name of the person responsible for the decision making in the absence of a school nurse.

All medications shall be handled and stored in accordance with the provisions of subsection (a) to (k) inclusive of the Regulations of Connecticut State Agencies, as outlined in the accompanying administrative regulation to this policy.

Where possible, a separate supply of the ~~child's~~ child's medication shall be stored at the site of the before- or after-school program or school readiness program. If this is not possible, a plan should be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

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

Students

~~Administering Medication~~

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

THE PORTION OF THIS POLICY PERTAINING TO THE ADMINISTRATION OF MEDICATION IN SCHOOL READINESS PROGRAMS AND BEFORE- AND AFTER-SCHOOL PROGRAMS SHALL BE REVIEWED BY THE BOARD ON AN ANNUAL BASIS WITH INPUT FROM THE SCHOOL MEDICAL ADVISOR OR A LICENSED PHYSICIAN AND THE SCHOOL NURSE SUPERVISOR.

~~Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events~~

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

~~(2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.~~

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

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

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

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

~~Administration _____ of~~

Students

~~**Administering Medication** (continued)~~

~~(cf. 4112.5/4212.5—Security Check/Fingerprinting)~~

~~(cf. 5141—Student Health Services)~~

~~(cf. 5141.23—**Students** with Special Health Care Needs)~~

Legal ~~Reference:~~ References:

Connecticut General Statutes

10-206 Health Assessment

10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check-

10-212a Administration of medications in schools. (as amended by PA 99- 2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA

07-252, PA 09-155, PA-12-198, PA 14-176, PA 15-215 and PA ~~09-155~~18-185)10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans (as amended by PA 18-185)

19a-900 Use of cartridge injector by staff member of before- or after- school program, day camp or day care facility-

20-12d Medical functions performed by physician assistants. Prescription authority20-94a Licensure as advanced practice registered nurse

21a-240 Definitions

29-17a Criminal history records checks. Procedure. Fees-52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors and PA 18-185)PA 07-241 An Act Concerning Minor Changes to the Education StatutesPA-12-198 An Act Concerning the Administration of Medicine to Students with Diabetes, the Duties of School Medical Advisors, the Availability of CPR and AED Training Materials for Boards of Education and Physical Exercise During the School DayPA 14-176 An Act Concerning the Storage and Administration of Epinephrine at Public SchoolsPA 15-215 An Act Concerning Various Revisions and Additions to the Education StatutesPA-18-185 An Act Concerning the Recommendations of the Task Force on Life-threatening Food Allergies in Schools ~~Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive~~PA 19-60 An Act Allowing Students to Apply Sunscreen Prior to Engaging in Outdoor ActivitiesPA 07-241 An Act Concerning Minor Changes to the Education StatutesPA 22-80 An Act Concerning Childhood Mental and Physical Health Services in SchoolConnecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusiveFederal Law

Code of Federal Regulations: Title 21 Part 1307.2

~~20-12d Medical functions performed by physician assistants. Prescription authority.~~~~20-94a Licensure as advanced practice registered nurse.~~~~PA 07-241 An Act Concerning Minor Changes to the Education Statutes~~~~29-17a Criminal history checks. Procedure. Fees.~~

Policy adopted: March 28, 2013 ~~WINDSOR LOCKS PUBLIC SCHOOLS~~ Windsor Locks,
Connecticut

Students

5141.21R(a)**Administering Medications to Students****Regular School Day**

The Board of Education (Board) allows students to self-administer medication and qualified personnel for schools to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised and approved by the School Medical Advisor, the school nurse and the ~~Board of~~ Board of Education (Board) of Education. The District's School Medical Advisor (or other qualified physician) will approve this policy, its regulations and any changes prior to submission to the Board ~~of Education~~ for its approval.

The administration of medication includes the activities of handling, storing, preparing or pouring of medication, conveying it to the student according to the medication order, observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

A student who is required to receive medication or wants to take aspirin, ibuprofen, or an aspirin substitute containing acetaminophen during school hours must provide:

1. The authorized prescriber's (physician, dentist, optometrist, advanced practice registered nurse, or physician assistant; and a podiatrist in the case of interscholastic or intramural athletic events) orders for medication or aspirin, ibuprofen, or an aspirin substitute containing acetaminophen on a school district form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel.
2. Written authorization from his or her parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.
3. The medication must have its original correct label from the pharmacy or manufacturer.

Students

~~Administering Medications to Students~~

~~Regular School Day (continued)~~

5141/21R(b)

Students who are able to self-administer medication may do so provided:

1. An authorized prescriber provides a written order for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health ~~record, and~~record and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.
5. The principal and appropriate teachers are informed that the student is self-administering prescribed medication.
6. Such medication is transported to the school and maintained under the student's control within these guidelines.

In addition, the Board permits those students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for ~~medically-diagnosed~~medically diagnosed allergies, to self-administer such medications and may permit such students to self-administer other medications, excluding controlled drugs, as defined in Connecticut General Statute 21a-240. Such students must provide:

1. An authorized prescriber's written medication order including the recommendation for self-administration; and
2. A written authorization for self-administration of medication from the student's parent or guardian.

Further, the school nurse shall assess the student's competency for self-administration in the school setting and deem it to be safe and appropriate, including that a student:

1. is capable of identifying and selecting the appropriate medication by size, color, amount, or other label identification;
2. knows the frequency and time of day for which the medication is ordered;
3. can identify the presenting symptoms that require medication;
4. administers the medication properly;
5. maintains safe control of the medication at all times;
6. seeks adult supervision whenever warranted; and
7. cooperates with the established medication plan.

Students

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Administering Medications to Students Regular School Day(continued)

In the case of inhalers for asthma and cartridge injectors for ~~medically-diagnosed~~medically diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering inhalers for asthma and cartridge injectors for medically-diagnosed allergies. Students may self-administer such medications only with the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student.

The school nurse is responsible for:

1. Reviewing the medication order and parental authorizations;
2. Developing an appropriate plan for self-administration;
3. Documenting the medication plan in the student's or participant's health record; and
4. Informing qualified personnel for schools and other staff regarding the student's self-administration of prescribed medication.

The medication shall be transported to school by the student and maintained under the student's control in accordance with the District's policy on self-medication by students and the individual student plan.

Self-administration of controlled medication may be considered for extraordinary situations such as international field trips. Such self-administration must be approved by the school nurse supervisor and the School Medical Advisor in advance and an appropriate plan shall be developed.

Medication may be administered by a licensed nurse, or in the absence of such licensed personnel, any other nurse licensed pursuant to the provisions of ~~Chapter~~Chapter 378, including a nurse employed by, or providing services under the direction of the Board ~~of Education~~at, a school-based health clinic.

In the absence of a school nurse, qualified personnel for schools (~~principals, teacher~~trained in the administration of medication may administer medication to school students in accordance with state law and regulations, Board policy and regulations. Qualified personnel for schools means a qualified school employee who is (A) (i) a full time employee or (ii) a coach, licensed athletic trainer, ~~licensed physical or occupational therapists and coaches,~~ or school paraprofessional , or (B) for school readiness programs and before-and-after-school programs, a director, and any lead teachers and school administrator who have been trained in the administration of medication.

Qualified personnel for schools must receive training as required by law, satisfactorily complete criminal background checks, and be selected and approved by the School Medical Advisor and school nurse.

Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and ~~or~~ interscholastic ~~athletics~~trained in the

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administration of medication. They events may administer medications pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies and as described in this policy and in the administrative regulations to this policy.

No school nurse or other nurse, principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional administering medication shall ~~not~~ be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

A licensed practical nurse may administer medications to students if he/she can demonstrate evidence of one of the following:

1. Training in administration of medications as part of their basic nursing program;
2. Successful completion of a pharmacology course and subsequent supervised experience;
3. Supervised experience in medication administration while employed in a health care facility.

Students

~~Administering Medications to Students Regular School Day (continued)~~

Licensed practical nurses shall **not** train or delegate the administration of medication to another individual. Such nurses shall only administer medications after the medication plan has been established by the school nurse or registered nurse.

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review regularly all documentation pertaining to the administration of medication for students.
2. The qualified personnel for schools approved by the School Medical Advisor and school nurse will be formally trained by the school nurse or School Medical Advisor prior to administering medication. The school nurse, acting as designee and under the direction of the School Medical Advisor, will annually instruct such staff members in the administration of medication. The training shall include, but not be limited to:
 - A. The generic principles of safe administration of medications.
 - B. Review of state statute and school regulations regarding administration of medication by school personnel.
 - C. Procedural aspects of the administration of medication, including the safe handling and storage of medication, and documentation.
 - D. Specific information related to each student's medication and each student's medication plan including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed dose of the medication, and when to implement emergency interventions.
3. A list of qualified personnel successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be submitted to the Superintendent by the nursing supervisor on October 31 of each year. All such individuals including school nurses and nurse practitioners must have also satisfactorily passed the criminal background check. The documentation shall include the dates of general and student-specific training, the content of the training, individuals who have successfully completed general and student-specific administration of medication training for the current school year, and names and credentials of the nurse or School Medical Advisor trainer or trainers.
4. A current list of those authorized to give medication shall be maintained in the school.

Students

Administering Medications to Students Regular School Day (continued)

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

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

A specific paraprofessional, in the absence of a school nurse, may only administer medications to a specific student in order to protect that student from harm or death due to a medically diagnosed allergic condition according to the following:

- A. only with the approval of the School Medical Advisor and school nurse, in conjunction with the school nurse supervisor, and under the supervision of the school nurse;
- B. with a proper medication authorization from the authorized prescriber in conformity with Connecticut General Statute 10-212a;
- C. with parental/guardian permission to administer the medication at school;
- D. only medication necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector, and
- E. the paraprofessional shall have received proper training and supervision from the school nurse as detailed in Section 10-212a-3 and Section 10-212a-7 of the Regulations of Connecticut State Agencies.

Note: The use of a paraprofessional to administer medications, as described above, is not mandated by law or regulation. Such use is subject to Board of Education approval.

Storage and Use of Epinephrine Cartridge Injectors (Emergency Administration of Epinephrine to Students without Prior Written Authorization)

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

a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

Note: EpiPens expire yearly. Therefore, schools are responsible for refilling their prescriptions annually. It is estimated that each school would require two to three two-pack EpiPens.

The school nurse or school principal shall select qualified school employees who voluntarily agree to be trained annually to administer such epinephrine as emergency first aid, pursuant to PA 14-176. There shall be at least one such qualified school employee on the grounds of each District school during regular school hours in the absence of the school nurse. Each school must maintain a store of EpiPens for such emergency use.

Note: This requirement pertains only during regular school hours and does not include after-school activities.

No qualified school employee shall administer epinephrine unless he/she annually completes the training program regarding emergency first aid to students who experience allergic reactions, developed by the Departments of Education and Public Health in consultation with the School Nurse Advisory Council. The training program shall include instruction in cardiopulmonary resuscitation; first aid; food allergies; the signs and symptoms of anaphylaxis; prevention and risk-reduction strategies regarding allergic reactions; emergency management and administration of epinephrine; follow-up and reporting procedures after a student has experienced an allergic reaction; and any other relevant issues and topics related to emergency first aid to students who experience allergic reactions.

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

The school nurse or, in the absence or unavailability of such school nurse, such qualified school employee may administer epinephrine to a student experiencing a life-threatening undiagnosed allergic reaction, as emergency first aid to students who do not have prior written authorization from a parent or guardian or a prior written order from a qualified medical professional for the administration of epinephrine. A qualified school employee must annually complete the required training program in order to be permitted to administer epinephrine utilizing an EpiPen.

The parent/guardian of a student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child permitted by statute. The school district shall annually notify parents/guardians of the need to provide written notice if they do not want emergency administration of epinephrine to be given to their child. Such notice shall be given to the school nurse or school medical advisor.

The person responsible for decision-making in the absence of the school nurse shall be the qualified school employee administering the epinephrine.

The school nurse, when the need exists to be absent or unavailable from his/her school assignment, shall notify the Principal or his/her designee and the trained qualified school employee(s) who shall be responsible for the emergency administration of epinephrine. Each school shall have a sufficient number of trained qualified school employees to ensure that there is at least one qualified and trained employee on the grounds of each school during regular school hours in the absence of the school nurse.

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Emergency administration of epinephrine with a cartridge injector must be reported immediately to the school nurse and the student's parent/guardian. A separate administration of medication form for each student shall be maintained and submitted to the school nurse at the earliest possible time but not later than the next day and filed in or summarized on the student's cumulative health record.

Medication errors shall be reported immediately to the school nurse, nurse supervisor, medical advisor, and the student's parent or guardian. Documentation of the medication error shall be submitted to the school nurse at the earliest possible time, but not later than the next school day and filed in or summarized on the student's cumulative health record.

The principal's/nurse's office shall notify the persons who will administer epinephrine as emergency first aid to students who experience allergic reactions but do not have prior written authorization of a parent/guardian and from a qualified medical professional of the students whose parents have refused the emergency administration of epinephrine.

Following the emergency administration of epinephrine by a qualified school employee to a student without a prior authorization or medication order, such administration shall be reported immediately to the school nurse or school medical advisor and the student's parent or guardian. A medication record shall be submitted to the school nurse not later than the next school day and filed in or summarized on the student's cumulative health record.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication and ephinephrine intended for emergency administration to students who do not have a prior written authorization or order, must be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school or, in the absence of such nurse, by other qualified personnel for schools trained in the administration of medication and assigned to the school. The school nurse must:

- A. Examine on site any new medication, medication order and parent/guardian authorization to insure that it shall be properly labeled with dates, name of student, medication name, dosage and physician's name, and that the medication order and permission form are complete and appropriate.
- B. Develop an administration of medication plan for the student before any medication is given by qualified personnel for schools.

Students

~~Administering Medications to Students~~

Handling and Storage of Medications (continued)

- C. Review all medication refills with the medication order and parent/guardian written authorization prior to the administration of medication r.
- D. Except as indicated by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container during school hours under the supervision of the nurse or the principal or principal's designee trained in the administration of medication.
- E. Emergency medications shall be locked beyond the regular school day or program hours except as otherwise determined by a student emergency care plan.
- F. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
- G. Store medication requiring refrigeration in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator shall be located in a health office maintained for health service purposes with limited access. Non-controlled medications may be stored directly on the shelf of the refrigerator with no further protection needed. Controlled medications shall be stored in a locked box affixed to the refrigerator shelf.
- H. Store prescribed medicinal preparations in securely locked storage compartment. Controlled substances shall be contained in separate compartments, secured and locked at all times. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before- and after-school programs and school readiness programs. The school nurse shall maintain one set of keys. The additional set shall be under the direct control of the Principal and, if necessary, the Program Director or lead teacher trained in the administration of medication shall also have a set of keys.

All medication, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication.

In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

No more than a ~~three-month~~three-month supply of a supply of medication for a student shall be stored at the school. All medications, prescriptions and non-~~prescription~~prescriptions, shall be delivered and stored in their original containers and in such a manner as to render them safe and effective. No medication for a student shall be stored at a school without a current written order from an authorized prescriber.

Students

~~Administering Medications to Students Handling and Storage of Medications (continued)~~

Access to all stored medications shall be limited to persons authorized to administer medications. Each school or before- and after-school program and school readiness program shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the authorized prescriber, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. If the parent/guardian does not comply with this request, all medication (non-controlled drugs) is to be destroyed by the school nurse in the presence of at least one witness (school physician, principal, teacher) according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion. (*Procedure below recommended by Connecticut Department of Environmental Protection, Office of Pollution Prevention.*)

- A. **Keep the medication in its original container.**
 - To protect privacy and discourage misuse of the prescription, cross out the patient's name with a permanent marker or duct tape or remove the label. (Chemotherapy drugs may require special handling. Work with your healthcare provider on proper disposal options for this type of medication.)
- B. **Modify the medications to discourage consumption.**
 - For solid medications: such as pills or capsules: add a small amount of water to at least partially dissolve them.
 - For liquid medications: add enough table salt, flour, charcoal, or nontoxic powdered spice, such as turmeric or mustard to make a pungent, unsightly mixture that discourages anyone from eating it.
 - For blister packs: wrap the blister packages containing pills in multiple layers of duct or other opaque tape.
- C. **Seal and conceal.**
 - Tape the medication container lid shut with packing or duct tape.
 - Place it inside a non-transparent bag or container such as an empty yogurt or margarine tub to ensure that the contents cannot be seen.
 - **Do not** conceal medicines in food products because animals could inadvertently consume them.
- D. **Discard the container in your trash can.**

Students

~~Administering Medications to Students Destruction/Disposal of Medication (continued)~~

- E. Schools that want to dispose of controlled substances should call the Drug Control Division of the CT Department of Consumer Protection for assistance at 860-713-6055.**
2. The following information is to be charted on the student's health folder and signed by the school nurse and witness:
 - A. Date of destruction.
 - B. Time of destruction.
 - C. Name, strength, form and quantity of medication destroyed.
 - D. Manner of destruction of medication.
 3. Controlled substances shall not be destroyed by the school nurse. Controlled substances shall be destroyed pursuant to Section 21a-262-3 of the Regulations of the Connecticut State Agencies. ~~In the event that~~If any controlled substance remains unclaimed, the school nurse or Supervisor of Nursing shall contact the Connecticut Commissioner of Consumer Protection to arrange for proper disposition. Destruction may also be conducted by a Connecticut licensed pharmacist in the presence of another pharmacist acting as a witness.
 4. Any accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Connecticut General Statute 10-212a(b). If no residue is present notification must be made to the Department of Consumer Protection (DEP) pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
 5. The completed medication administration record for non-controlled medications may be destroyed in accordance with Section M8 of the Connecticut Municipality Retention Schedule, provided it is superseded by a summary on the student health record.

Documentation and Record Keeping

Record keeping of medication administration shall either be in ink and shall not be altered or shall be recorded electronically, in a record that cannot be altered, on the individual student's medication record form which, along with the parental authorization form and the authorized prescriber's order, becomes part of the student's permanent record. Records shall be made available to the Connecticut State Department of Education upon request, for review until destroyed pursuant to C.G.S. 11-8a and C.G.S. 10-212a(b) for controlled medications.

Students

~~Administering Medications to Students Documentation and Record Keeping (continued)~~

Each school readiness or before- and after-school program where medications are administered shall maintain an individual medication administration record for each student who receives medication during regular school or program hours. A medication administration record shall include the:

- A. Name of the student;
- B. Name of medication;
- C. Dosage of medication;
- D. Route of administration;
- E. Frequency of administration;
- F. Name of the authorized prescriber, or in the case of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen being given to a student, the name of the parent or guardian requesting the medication to be given;
- G. Dates for initiating and terminating the administration of the medication, including extended year programs;
- H. Quantity received which shall be verified by the adult delivering the medication;
- I. Student allergies to food and/or medicine;
- J. Date and time of administration or omission including reason for omission;
- K. Dose or amount of drug administered;
- L. Full written or electronic signature of the nurse or qualified personnel for schools administering the medication; and
- M. For controlled medications, a medication count which shall be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three years, pursuant to Connecticut General Statute 10-212a(b).

The written order of the authorized prescriber, the written authorization of the parent or guardian to administer the medication and the written parental/guardian permission for the exchange of information by the prescriber and school nurse to ensure the safe administration of such medication shall be filed in the student's cumulative health record or, for before- and after- school programs and school readiness programs, in the child's program record.

Record of the medication administered shall be entered in ink on an individual student medication record form and filed in the student's cumulative health folder. If the student is absent, it shall be so recorded. If an error is made in recording, a single line shall be run through the error and initialed.

Students

~~Administering Medications to Students Documentation and Record Keeping (continued)~~

5141.21R(j)

An authorized prescriber's verbal order, including a telephone order, for a change in any medication may be received only by a school nurse. Such verbal order must be followed by a written order within three (3) school days.

1. An error in the administration of medication shall be reported to the school nurse who will initiate appropriate action and documentation in a student incident report and on his/her cumulative record.
2. Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's physician.
3. Records of controlled substances shall be entered in the same manner as other medications with the following additions:
 - A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
 - B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
 - C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the Supervisor of Nursing Services who will contact the Connecticut Commissioner of Consumer Protection.

In the absence of a licensed nurse, only qualified personnel for schools who have been properly trained may administer medication to students. Qualified personnel for schools may administer oral, topical, or inhalant medications. Medications with a cartridge injector(s) may be administered by qualified personnel only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Investigational drugs may not be administered by qualified personnel for schools.

In the case of the administration of a medication with a cartridge injector in an after-school readiness program or child-care program, such administration shall be reported to the school nurse no later than the next school day.

5141/21R(k)**Medication Errors**

An error in the administration of medication shall be reported immediately to the school nurse, the school nurse supervisor, the parent/guardian, and the authorized prescriber, verbally and followed by a written statement to all parties within one (1) school day.

Students

~~Administering Medications to Students Medication Errors (continued)~~

A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:

- Within the appropriate timeframe.
- In the correct dosage.
- In accordance with accepted practice.
- To the correct student.

In the event of a medication error, the school nurse shall notify the parent or guardian. The nurse shall document the effort to reach the parent or guardian. If there is a question of potential harm to the student and medical treatment may be required, the nurse and/or building administrator shall also notify the student's authorized prescriber or the School Medical Advisor. In a severe emergency, 911 should be called. Contact the Poison Control Center as deemed necessary.

Any errors in the administration of a medication shall be documented by the nurse in the student's cumulative health record or, for before- and after-school programs and school readiness programs, in the child's program record. A written report shall also be made using a medication error form authorized by the Board of Education. The report must include any corrective action taken.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse (or any other person trained in CPR and First Aid) may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the School Medical Advisor or the student's private physician.

~~Alternate language pertaining to "Medication Errors" to consider:~~

~~Whenever any error in medication administration occurs, the following procedures shall apply:~~

- ~~A. the person making the error in medication administration shall immediately implement the medication emergency procedures in this regulation if necessary, and shall immediately notify the school nurse and the Principal (if the Principal was not the person who made the error);~~
- ~~B. the school nurse shall immediately notify the authorized prescriber and the student's parent or guardian.~~
- ~~C. the Principal shall notify the Superintendent or the Superintendent's designee, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s). (An incident report form is to be sent to the Superintendent or his/her designee.)~~

Students

Administering Medications to Students

Medication Errors (continued)

~~A report shall be completed using the authorized accident/incident report form.~~
5141.21R(1)

~~Any error in the administration of medication shall be documented in the student's cumulative health record.~~

Administration of Emergency Medication under Connecticut General Statute 10-212a

In the absence of a school nurse, any other nurse licensed pursuant to provisions of Chapter 378 including a nurse providing services at a school-based health clinic, qualified personnel for schools may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require such prompt treatment to protect the child from serious harm or death so long as the administrator or teacher has completed training in administration or such medication.

A school nurse or, in the absence of a school nurse, a “qualified employee” shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions who were not previously known to have serious allergies and therefore do not have a prior written authorization of a parent/guardian or a prior written order of a qualified medical professional for the administration of epinephrine (See Section of this regulation, titled “Storage and Use of Epinephrine Cartridge Injectors.”)

Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances or: (*in the event of a medication emergency, the following will be readily available:*)

- A. The use of the 911 emergency response system;
- B. The contact of a local poison information center;
- C. The physician, clinic or emergency room to be contacted in such an emergency;
- D. The name of the person responsible for the decision-making in the absence of the school nurse;
- E. The application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
- F. Administration of emergency medication in accordance with policy #5141.21 and this administrative regulation; and
- G. Transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

5141.21R(1)

As soon as possible, in light of the circumstances, the Principal shall be notified of the medication emergency. The Principal shall immediately thereafter contact the Superintendent or the Superintendent's designee.

Students

~~Administering Medications~~

~~Administration of Emergency Medication under Connecticut General Statute 10-212a~~ (continued)

The school nurse is responsible for notifying the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Administration of Anti-Epileptic Medications to Students

With the written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completes the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

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

Required Training for School Bus Drivers

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

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

5141/R(m)

Supervision

The school nurse is responsible for general supervision of administration of medications in the ¹⁴⁶

school(s) to which that nurse is assigned. The school nurse's duty of general supervision includes, but is not limited to the following:

1. Availability on a regularly scheduled basis to:

- a. review orders or changes in orders, and communicate these to personnel designated to administer medication for appropriate follow-up;
- b. set up a plan and schedule to ensure medications are given;
- c. provide training to qualified personnel for schools and other licensed nursing in the administration of medications, and assess that the qualified personnel for schools are competent to administer medications;
- d. support and assist other licensed nursing personnel and qualified personnel for schools to prepare for and implement their responsibilities related to the administration of specific medications during school hours; and,
- e. provide consultation by telephone or other means of telecommunications. (In the absence of the school nurse, an authorized prescriber or other nurse may provide this consultation.)

2. In addition, the school nurse shall be responsible for:

- a. implementing policies and procedures regarding the receipt, storage, and administration of medications;
- b. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
- c. observing the competency to administer medication by qualified personnel for schools; and
- d. conducting periodic reviews, as needed, with licensed nursing personnel and qualified personnel for schools, regarding the needs of any student receiving medication.

Students

~~Administering Medications (continued)~~

5141/21R(n)

Before-and-After-School Programs and School Readiness Programs

Directors, or their designees, who may include lead teachers or school administrators, who have been properly trained, may administer medications to students as delegated by the school nurse or other registered nurse, in school readiness programs and before-and-after-school programs that are child care programs. (Such programs must either be District-administered or administered by a municipality exempt from licensure by the Department of Public Health and are located in a District public school). Medicine may be administered pursuant to the Regulations of Connecticut State Agencies, Section 10-212a-10, to children enrolled in these programs.

Administration of medications shall be provided only when it is medically necessary for program participants to access the program and maintain their health status while attending the program. Investigational drugs or research or study medications may not be administered by Directors or their designees, lead teachers or school administrators. Properly trained Directors, Directors' designees, lead teachers or school administrators may administer medications to students as delegated by the school nurse or other registered nurse. They may administer oral, topical, intranasal, or inhalant medications. No medication shall be administered without the written order of an authorized prescriber and the written approval of the parent/guardian.

A child attending any before--or after-school program, as defined in policy #5141.21, upon the request and with the written authorization of the child's parent/guardian and pursuant to the written order from the student's authorized prescriber, will be provided medication and supervised by the District staff member (Director or designee, lead teacher, school administrator) trained to administer medication with a cartridge injector. Such administration shall be to a particular student who is medically diagnosed with an allergy that may require prompt treatment to avoid serious harm or death.

The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, physician's assistant, advanced practice registered nurse or registered nurse.

The administration has determined, in cooperation with the School Medical Advisor and school nurse [supervisor], the level of nursing services that is/is not required on site based on the needs of the program and its participants.

Students

~~Administering Medications~~

~~Before and After School Programs and School Readiness Programs (continued)~~

5141/21(o)

Students in the school readiness and before-and-after-school programs may self-administer medication according to the student's individual health plan and only with the written order of an authorized prescriber, written authorization of the child's parent or guardian, written approval of the school nurse.

The nurse shall evaluate the situation and deem it appropriate and safe and has developed a plan for general supervision of such self-medication. The written permission of the parent or guardian for the exchange of information between the prescriber and the school nurse is required in order to ensure the safe administration of such medication.

Any error in the administration of medication shall be reported immediately to the school nurse, the parents and the prescribing physician. In case of an anaphylactic reaction or the risk of such reaction a school nurse may administer emergency oral and/or injectable medication to any child in need thereof on school grounds, or in the school building, according to the standing order of the School Medical Advisor or the child's private physician. In addition, local poison control center information shall be readily available at the sites of these programs.

In the event of a medical emergency, the following will be readily available: (1) local poison information center contact information; (2) the physician, clinic or emergency room to be contacted in such an emergency; and (3) the name of the person responsible for the decision making in the absence of a school nurse.

All medications shall be handled and stored as outlined in this administrative regulation. Where possible, a separate supply of the child's medication shall be stored at the site of the before-or after-school program or school readiness program. If this is not possible, a plan must be developed and implemented to ensure the timely transfer of the medication from the school to the program and back on a daily basis.

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

A separate administration of medication record for each student in the program shall be maintained. All instances of the administration of medication shall be reported to the school nurse according to the student's individual plan or at least on a monthly basis. The administration of a medication with a cartridge injector shall be reported to the school nurse no later than the next school day. The administration of medication record shall be submitted to the

school nurse at the end of the school year and filed in or summarized on the student's cumulative health record.

Students

~~Administering Medications~~

~~Before and After School Programs and School Readiness Programs (continued)~~

5141.21R(p)

A child attending any before-and-after-school programs or school readiness programs operated and administered by the Board or municipality in any building or on the grounds of any District school, upon the request and with the written authorization of the child's parent/guardian or eligible student and pursuant to the written order from the student's authorized prescriber, will be supervised by a District staff member trained to administer medication with a cartridge injector. Such administration shall be to a particular student diagnosed with an allergy that may require prompt treatment to avoid serious harm or death. The selected staff member shall be trained in the use of a cartridge injector by either a licensed physician, physician's assistant, advanced practice registered nurse or registered nurse.

Supervision of the administration of medication in before-and-after-school and school readiness programs shall be pursuant to the "Supervision" section of these administrative bylaws.

Administration of Medication During Intramural and Interscholastic Athletics

A coach or licensed athletic trainer, trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students, according to the student's individualized medication plan, for whom self-administration plans are not viable options as determined by the school nurse.

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

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

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

Students

Administering Medications

~~Administration of Medication during Intramural and Interscholastic Athletics~~ (continued)

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

Coaches and licensed athletic trainers are required to fulfill the documentation requirements as outlined in these administrative regulations. A separate medication administration record for each student shall be maintained in the athletic area. Errors in the administration of medication shall be addressed as specified in Section 10-212a-6 of the Regulations of Connecticut State ~~Agencies, and~~ Agencies and detailed in these administrative regulations. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

An administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

~~Legal Reference:—Connecticut General Statutes~~

~~10-206 Health assessment~~

~~10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check~~

~~10-212a Administration of medicines by school personnel. (as amended by P.A. 03-211, PA 04-181 and PA 09-155)~~

~~19a-900 Use of cartridge injector by staff member of before or after school program, day camp or day care facility~~

~~21a-240 Definitions~~

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

~~52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144—An Act Concerning the Emergency Use of Cartridge Injectors)~~

~~Connecticut Regulations of State Agencies~~

~~10-212a-1 through 10-212a-10 Administration of Medication by School Personnel and Administration of Medication During Before and After School Programs and School Readiness Programs~~

~~1307.21 Code of Federal Regulation~~

Regulation approved: _____ March 28, 2013
SCHOOLS

WINDSOR LOCKS PUBLIC

Windsor Locks, Connecticut

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Authorization for the Administration of Medication by School Personnel

Connecticut State Law and Regulation require a written medication order of an authorized prescriber (physician, dentist, optometrist, advanced practice registered nurse or physician's assistant and for interscholastic and intramural athletic events only, a podiatrist) and parent's or guardian's authorization for a nurse to administer medications or in her absence, qualified personnel for schools (~~principal, teacher, occupational therapist, coach, licensed athletic trainer~~) to administer medications. Medications must be in pharmacy prepared containers and labeled with name of child, name of drug, strength, dosage, frequency, authorized prescriber's name and date of original prescription.

Authorized Prescriber's Order

Name of Student: _____ Date: _____

Address: _____ Date of Birth: _____

Condition for which drug is being administered during school hours, field trips, school readiness programs, before and after school programs, and during intramural and interscholastic events:

Medication (name, dose and administration): _____

Medication shall be administered from _____ to _____

Relevant side effects to be observed, if any _____

If there are side effects, plan for management: _____

I deem it medically appropriate for this patient to self-administer the medication _____
Name of Medication

during the regular school day, field trips, school readiness, before and after school programs and/or intramural or interscholastic sports. _____

Authorized Prescriber's Signature

Is this a Controlled Medication? _____ If yes, DEA number: _____

Authorized Prescriber Name: _____ Telephone #: _____

Authorized Prescriber Signature: _____ Date: _____

Address: _____

Nurse/Qualified Personnel for Schools: _____ Date: _____

Authorization by Parent/Guardian for the administration of the above medication by qualified school personnel and for the release of medical information from/to the above name medical practitioner.

Does your child have any allergies to medication? Yes No

If yes, what? _____ 153

Do you want medications given on early dismissal days?

Yes

No

Self-Administration of Medication Authorization/Approval

Self-administration of medication may be authorized by the authorized prescriber and parent/guardian and must be approved by the school nurse in accordance with Board policy.

Authorized prescriber's authorization for self-administration: Yes No
Signature _____ Date _____

Parent/Guardian authorization for self-administration: Yes No
Signature _____ Date _____

School nurse approval for self-administration: Yes No
Signature _____ Date _____

To School Personnel:

I hereby request that the above medication, order by the authorized prescriber for my child _____ be administered by qualified school personnel. I understand that I must supply the school with the prescribed medication in the original container dispensed and properly labeled by a physician or pharmacist and will provide no more than a three (3) month supply of said medication.

I understand that this medication will be destroyed if it is not picked up within one week following the termination of the order or one week beyond the close of school.

Parent/Guardian Name (print): _____

Signature: _____ Relationship to Child: _____

Address: _____ Telephone #: _____

School District: _____ School: _____ Grade: _____

Authorization for the Administration of Medicine by Authorized School Personnel

Connecticut State Law and Regulations 10-212(a) require a written medication order of an authorized prescriber, (physician, dentist, optometrist, advanced practice registered nurse or physician's assistant and for interscholastic and intramural events only, a podiatrist) and parent/guardian written authorization, for the nurse, or in the absence of the nurse, qualified personnel for schools to administer medication. Medications must be in the original properly labeled container and dispensed by a physician/pharmacist.

Authorized Prescriber's Authorization

Name of Student: _____ Date of Birth: _____

Address: _____

Condition for which drug is being administered: _____

Drug name: _____ Dose: _____ Route: _____

Time of Administration: _____ If PRN, frequency: _____

Relevant side effects: None expected Specify: _____

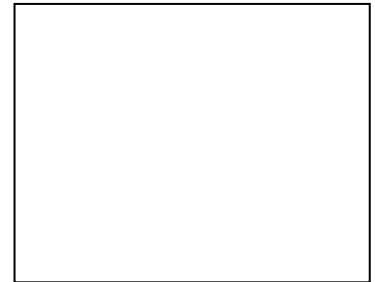
Allergies: No Yes (specify): _____

Medication shall be administered from: _____ to _____
Month/Day/Year Month/Day/Year

Authorized Prescriber's Name/Title: _____
(Type or Print)

Telephone: _____ Fax: _____

Address: _____



Authorized Prescriber's
Signature: _____ Date: _____

Use for Authorized Prescriber's Stamp

Parent/Guardian Authorization

I hereby request that the above ordered medication be administered by school personnel. I understand that I must supply the school with no more than a three (3) month supply of medication. I understand that this medication will be destroyed if not picked within one (1) week following termination of the order or the last day of school, whichever comes first.

Parent/Guardian Signature: _____ Date: _____

Parent's/Guardian's Home Phone #: _____ Work #: _____

Self-Administration of Medication Authorization/Approval

Self-administration of medication may be authorized by the authorized prescriber and parent/guardian and must be approved by the school nurse in accordance with Board policy.

Authorized prescriber's authorization for self-administration: Yes No _____
Signature Date

Parent/Guardian authorization for self-administration: Yes No _____
Signature Date

School nurse approval for self-administration: Yes No _____
Signature Date

Individual Student Medication Record
 Controlled Substance
 Non-Controlled Substance

Name of Child: _____ Allergies: _____ Name of Drug: _____ Amount of Drug: _____ Time of Administration: _____	Authorized Prescriber ordering medication Phone # _____ ASA or ASA like substitute requested by parent — no M.D. order Parent's name _____ Phone # _____
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Name of Child: _____ Allergies: _____ Name of Drug: _____ Amount of Drug: _____ Time of Administration: _____ Condition for which drug is being administered: _____ _____ <u>Relevant side effects to be observed if any:</u> _____ _____ <u>Length of time during which medication shall be administered:</u> From: _____ To: _____	Authorized Prescriber ordering medication Phone # _____ ASA or ASA like substitute requested by parent - no M.D. order Parent's name _____ Phone # _____ Received from _____ Date Received _____ Pharmacy _____ Date to re-order _____ Prescription # _____ Prescription Date _____ Received and Checked by _____ Quantity _____
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<u>Relevant side effects to be observed if any:</u> _____ _____ <u>Length of time during which medication shall be administered:</u> From: _____ To: _____	Pharmacy _____ Date to re-order _____ Prescription # _____ Prescription Date _____ Received and Checked by _____ Quantity _____
---	---

Date Mo/Dy/Yr	Time Given		Dose Given	Legal Signature of Nurse/Qualified Personnel for Schools Administering Medication	Comments	Amt. of controlled drug remaining
	AM	PM				

5141.21R
Form #3

MEDICATION ERROR OR INCIDENT REPORT

Date or Report: _____ School: _____ Prepared by: _____

Name of Student: _____ Grade: _____

Home Address: _____ Phone: _____

Date error occurred: _____ Time noted: _____

Person Administering Medication: _____

Authorized Prescriber: _____

Reason medication was prescribed: _____

Date of Order: _____ Instructions for Administration: _____

Medication(s)	Dose	Route	Scheduled Time	Dispensing Pharmacy	Prescription Number

Describe the error and how it occurred (use reverse side if necessary)

Action Taken: *(by school nurse)*

Prescribing practitioner notified: Yes No Date _____ Time _____

School Medical Advisor notified: Yes No Date _____ Time _____

School Principal notified: Yes No Date _____ Time _____

Superintendent of Schools notified (by Principal): Yes No Date _____ Time _____

Parent/Guardian notified: Yes No Date _____ Time _____

Outcome: _____

Name: _____

Print or Type

Signature

Title

Date

5141.21R
Form #5

Note: Any error in the administration of medication shall be documented in the student's cumulative health record, or for before- and after-school programs and school readiness programs in the child's program record.

Record of Training of Qualified Personnel for Schools in the Administration of Medicines**

School Building

Responsible School Nurse/School Medical Advisor

Date	Name Qualified Personnel for Schools	Generic Principles of Safe Administration of Medications *	Review of State Statute & School Regulations Regarding Administration of Medication by Qualified School Personnel *	Procedural Safe Handling and Documentation Storage *	Aspects Recording *	Specific Student Needs* (including name or generic name of medication, indications for medication, dosage, routes, time & frequency of administration, therapeutic effects of the medication, overdose, missed dose.)	Medication Idiosyncrasies *	Desired Effects *	Potential Side Effects Untoward Reactions, When to Implement Emergency Interventions *

***Directions: Check (x) when completed.**

** Qualified Personnel for Schools means (a) a full time employee such as a principal, teacher, licensed occupational therapist, or physical therapist -who has been trained in the administration of medication pursuant to Section 10-212a-3 of the State regulations; (b) a coach and licensed athletic trainer trained in the administration of medication pursuant to Section 10-212a-8 of the State regulations; (c) a school paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of the State regulations. For school readiness programs and before- and after-school programs, directors, director’s designee, lead teacher and school administrators trained in the administration of medication pursuant to Section 10-212a-10 of the State regulation.

Record of Education/Supervision for Authorized Personnel for Schools in Medication Administration

Date

School Building

Responsible School Nurse/School Medical Advisor

	Students:	Date of Education	Medications	Idiosyncrasies	Desired Effects	Untoward Effects	Contraindication	Dates of Ret. Demo	Dates of Direct Supervision

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

HIPAA-Compliant Authorization for Exchange of Health & Education Information

Patient/Student Name: _____ Date of Birth: _____

I hereby authorize _____ [insert health care provider name & title]
and

_____ [insert address & telephone of school/school district]

_____ [insert address & telephone of health care provider]

Description:

The health information to be disclosed consists of:

The education information to be disclosed consists of:

Purpose: This information will be used for the following purpose(s):

- Educational evaluation and program planning
- Health assessment and planning for health care services and treatment in school
- Medical evaluation and treatment
- Other: _____

Authorization

This authorization is valid for one ~~calendar year~~ calendar year. ~~It will~~ It will expire on ___ [insert date]. I understand that I may revoke this authorization at any time by submitting written notice of the withdrawal of my consent. I recognize that health records, once received by the school district, may not be protected by the HIPAA Privacy Rule, but will become education records protected by the Family Educational Rights and Privacy Act. I also understand that if I refuse to sign, such refusal will not interfere with my child's ability to obtain health care.

Parent Signature: _____ Date: _____

Student Signature*: _____ Date: _____

* If a minor student is authorized to consent to health care without parental consent under federal or state law, only the student shall sign this authorization form. In Connecticut, a competent minor, depending on age, can consent to outpatient mental health care, alcohol and drug abuse treatment, testing for HIV/AIDS, and reproductive health care services.

Copies: Parent or student*

Physician or other health care provider releasing the protected health information

School official requesting/receiving the protected health information

Developed collaboratively with: CT State Department of Education & CT Chapter, American Academy of Pediatrics

INDIVIDUALIZED HEALTH CARE PLAN

Name: _____	DOB: _____	Sex: _____	Allergies: _____	Physician: _____
Name: _____	DOB: _____	Sex: _____	Allergies: _____	Physician: _____
Relevant Diagnosis(es): _____				
Relevant Diagnosis(es): _____				
Diet: _____	Mobility: _____	Equipment: _____		
Diet: _____	Mobility: _____	Equipment: _____		
Medical History: _____				
Medical History: _____				
Medication/Treatment: _____				
Medication/Treatment: _____				
Signature: _____		Signature: _____		Signature: _____
Signature: _____ (Parent)		Signature: _____ (Student)		Signature: _____ (School Nurse)
Signature: _____ (Parent)		Signature: _____ (Student)		Signature: _____ (School Nurse)

HEALTH CARE GOAL

DATE	HEALTH PROBLEM/ NURSING DIAGNOSIS	STUDENT OBJECTIVES	INTERVENTION AND RESPONSIBLE PERSON	EVALUATION AND TIMELINE

NAME: _____

DATE	HEALTH PROBLEM/ NURSING DIAGNOSIS	STUDENT OBJECTIVES	INTERVENTION AND RESPONSIBLE PERSON	EVALUATION AND TIMELINE

Adapted from Hartford Public Schools for use in Connecticut Department of Education Guidelines for Students with Special Health Care Needs.

Connecticut Statewide School Health Services Report

Report of Epinephrine* Administration

Please mail or fax form to: Stephanie Knutson, Connecticut State Department of Education, 25 Industrial Park Road, Middletown, CT 06457
Fax number: (860) 807-2127

School District: _____ Name of School: _____
 Public
 Non Public
 Student/Staff DOB: _____ Gender: M F Ethnicity: ~~Spanish/Hispanic/Latino: Yes~~ No
 M F Ethnicity: ~~Spanish/Hispanic/Latino: Yes~~ No Race: American ~~Native Hawaiian/other Pacific Islander~~ White
 Indian/Alaskan Native African American Asian No Previous Epinephrine Use: Yes No
 _____ ~~Native Hawaiian/other Pacific Islander~~
 _____ ~~White~~ Diagnosis/History of Asthma: Yes
 _____ No History of Anaphylaxis: Yes

Incident:

Date/Time of occurrence: _____ Known allergen(s): _____
 Trigger that precipitated this allergic episode: _____
 Symptoms: _____
 Location of individual when symptoms developed: _____
 Location of individual when Epinephrine administered: _____
 Location of Epinephrine storage: _____
 Epinephrine administered by: RN Other If other, please specify: _____
 If other than an RN, was this person formally trained? Yes No Date of training: _____
 If epinephrine was self-administered by an individual at school or a school-sponsored function, did the individual follow school protocols to notify school personnel and activate EMS? Yes No NA
 Approximate time between onset of symptoms and administration of Epinephrine: _____
 Was Epinephrine administered under a patient specific order for a particular student? Yes No
 Does school district have non-patient specific standing orders/protocols in place for Anaphylaxis? Yes No
 Individual Health Care Plan (IHCP) in place? Yes No School Physician notified? Yes No
 Written school district policy on management of life-threatening allergies in place? Yes No

Disposition:

~~Transferred to ER: Yes No Discharged after _____ hours Biphasic reaction: Yes No Unknown~~
~~Hospitalized: Yes No Discharged after _____ days~~

Outcome:

Disposition:

Transferred to ER: Yes No Discharged after hours Biphasic reaction: Yes No Unknown

Hospitalized: Yes No Discharged after days

Outcome:

Recommendations for changes/improvements to current policy or procedures: Debriefing meeting? Yes No

Form completed by: _____ Date: _____
(please print)

Title: _____ Phone number: _____

Address: _____

**EpiPen®, or EpiPen® Jr. or Twinject™*

Instruction

Extracurricular Activities – Eligibility to Participate

Extracurricular activities are an integral part of school life; however, care must be taken so that these activities do not take precedence in importance over the subject matter areas. Extracurricular activities must remain in the position of supplementing the actual courses of study.

Eligibility for Participation

A student may participate in or attend a school function (e.g., dances, athletic events, and performances) that occurs on a school day only if the student attends school on the day of the function. Students may make an application of appeal to the principal for exceptions in extraordinary circumstances. Students may only submit applications of appeal twice during their high school career.

Beginning with students in the Class of 2020, students at the high school shall be eligible to participate in extracurricular activities or interscholastic sports only if they meet the following criteria:

	Fall Eligibility* (August-September)	Winter Eligibility* (November-December)	Spring Eligibility* (March-April)
Course Load	All students must be enrolled in at least four (4) units of work or the equivalent, at the time of participation.		
Academic	Students must have earned a minimum of five Carnegie Units from the prior academic school year.	Students must have a minimum of five 2.3 (C’s) or better, at the conclusion of the marking period preceding the start of the activity.	Students must have a minimum of five 2.7 2.6 (C+’s) or better, two weeks preceding the start of the activity.
Habits of Scholarship (HOS)	Students must have earned the designation of a “Student in Good Standing” or better at the conclusion of the marking period preceding the activity.	Students must have earned the designation of a “Student in Good Standing” or better at the conclusion of the marking period preceding the activity.	Students must have earned the designation of a “Student in Good Standing” or better at the conclusion of the marking period preceding the activity.
Appeal Information	Students may appeal to participate if there are extenuating circumstances affecting their academic performance and/or HOS.	Students may appeal to participate if there are extenuating circumstances affecting their academic performance and/or HOS.	Students may appeal to participate if there are extenuating circumstances affecting their academic performance and/or HOS.

Students may only request two (2) appeals during their high school career.

* Any high school student who would like to participate in interscholastic sports must also meet the formal eligibility requirements established by the Connecticut Interscholastic Athletic Conference (CIAC). These requirements will be included in the Student/Parent Handbook.

All courses used in the calculation of honor roll will be used to determine this eligibility requirement. If a student is unable to meet any of the Windsor Locks High School academic eligibility requirements due to extraordinary circumstances, the student may request an exemption by making an appeal to the high school's Academic Review Board according to the guidelines noted in the chart above.

The Review Board shall consist of an administrator, the student's school counselor, and a teacher who is not one of the student's current instructors; for appeals to participate in athletics, the Athletic Director will be included provided that the Athletic Director is not the coach of the sport being appealed.

Legal Reference: Connecticut General Statutes
10-149 "Qualifications for coaches of intramural and interscholastic athletics."
Connecticut Interscholastic Athletic Conference, Inc.
Article IX: CIAC By-laws

Policy adopted: June 9, 2016
Revised: December 13, 2018

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Instruction

Grading and Reporting System

The purpose of the Windsor Locks High School grading policy is to establish a set of guiding principles that all district educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student’s educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student’s educational career—all important and relevant information related to the grading systems used in Windsor Locks High School.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the Windsor Locks High School grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the beginning of the Freshman year. This policy will also be referenced in each edition of the student handbook and on the district and high school websites. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the grading system.

B. Academic Grading

All grading and reporting practices at Windsor Locks High School will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
3. The grading system will measure, report, and document student mastery against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of Windsor Locks High School, and approved by the Windsor Locks Board of Education.
4. The grading system will measure, report, and document academic progress and achievement separately from Habits of Scholarship, character traits, and behaviors.

5. The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and mastery levels, across students, teachers, assessments, learning experiences, content areas, and time.
6. The grading system will include a method for calculating a weighted grade point average (GPA) for the purpose of determining Latin Honors distinctions at graduation.

C. Habits of Scholarship Grading

All grading and reporting practices for Habits of Scholarship, character traits, and behaviors at Windsor Locks High School will reflect the following design characteristics:

1. The Windsor Locks High School administration, faculty, and staff will develop and apply a common set of Habits of Scholarship standards, and rubric-based scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.
2. The Habits of Scholarship grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic mastery may demonstrate a low level on Habits of Scholarship, and vice versa.
3. Habits of Scholarship will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria, will be reported for each student at the end of a term or grading period.
4. The Habits of Scholarship grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and mastery levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
5. Habits of Scholarship grades shall be communicated using the one (1) to four (4) performance levels indicated on the rubric.
6. Habits of Scholarship grades will be unweighted and will be indicated on report cards and the official Windsor Locks High School transcript as a separate average from the academic grade point average.

D. Grading Courses and Learning Experiences

Windsor Locks High School will employ a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 6.0 point scale that aligns Standards Levels with Standards Descriptions. The point scale will be used for the purpose of calculating out averages for colleges/universities in the student's senior year. **Note: GPA is calculated at the conclusion of each student's Junior (11th grade) year.**

Standards Descriptions are as follows:

~~ES Exceeding Mastery~~/4.0 - Exceeds Standards: Student applies skill in a complex and authentic manner.

~~MS Meeting Mastery~~/3.0 - Masters Standards: Student demonstrates skill independently and in a variety of ways.

~~PS/2.0 Minimally Meeting Mastery~~/2.6 - Progresses Toward Standard: Student demonstrates timely, appropriate growth towards.

~~LP/1.0 Not Meeting Mastery~~ /2.4 and below - Limited Progress Toward Standard: Student demonstrates minimal growth.

~~NE No Evidence Shown~~

Determining GPA

GPA Weighted Grade			
Mastery	Academic	Honors	AP/ECE
ES Exceeding Mastery	4	5	6
	3.8	4.8	5.8
MS Meeting Mastery	3.6	4.6	5.6
	3.4	4.4	5.4
	3.2	4.2	5.2
	3	4	5
P+ -Minimally Meeting Mastery	2.7 2.6	2.7 2.6	2.7 2.6
PS Not Meeting Mastery	2.3 2.4 and below	2.3 2.4 and below	2.3 2.4 and below
	2	2	2
LP Not Meeting Mastery	1.7 1.6	1.7 1.6	1.7 1.6
	1.3 1.2	1.3 1.2	1.3 1.2
	1	1	1
NE Not Meeting Mastery	0	0	0

E. Changes to the Grading System

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Mastery Levels shall remain fixed, and will continue to measure, report, and document student mastery against a set of clearly defined and consistently applied cross-curricular and content-area standards.

~~The following conversion chart is to serve as a GUIDE ONLY as we transition from a traditional grading system to the mastery based grading system. This will be published in~~

~~Windsor Locks High School's Profile that accompanies a student's transcript when submitted with a college application.~~

4-pt	Letter Grade	Mastery	100-pt
4	A+	ES	97-100
3.8	A		93-96
3.6	A-	MS	90-92
3.4	B+		87-89
3.2	B		83-86
3	B-		80-82
2.7	C+	P+	77-79
2.3	C	PS	73-76
2	C-		70-72
1.7	D+	LP	67-69
1.3	D		63-66
1	D-		60-62
0	F	NE	0-59

F. Grade Point Average and Recognition at Graduation

Windsor Locks High School will employ a consistent system of grading, scoring, and aggregating academic mastery that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average and the Habits of Scholarship career average will be reported on the official Windsor Locks High School transcript submitted to colleges and universities and will be used to determine Latin honors designation for both final transcripts and diplomas in accordance with the following categories of academic distinction described in the district Academic Recognition policy:

Academic Honors

Summa Cum Laude: Students whose GPA is in the top 5% of the class.

Magna Cum Laude: Students whose GPA is in the top 15% of the class.

Cum Laude: Students whose GPA is in the top 25% of the class.

Habits of Scholarship Honors

Summa Cum Laude (with highest honors): HOS career average of 3.6 or higher

Magna Cum Laude (with great honors): HOS career average of 3.4 or higher

Cum Laude (with honors): HOS career average of 3.2 or higher

Legal References

(cf. [5123](#) - Promotion/Acceleration/Retention)

(cf. [5126](#) - Academic Recognition)

(cf. 6146.12 - Dual Enrollment and Early College)

(cf. 6146.13 - Multiple Pathways)

Legal Reference: Connecticut General Statutes

[10-5c](#) Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)

[10-14n](#) State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

[10-16\(l\)](#) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation.)

[10-233\(a\)](#) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247 An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation.

Mastery-Based Learning-Guidelines for Implementation, Connecticut State Department of Education, June 3, 2015.

Policy adopted: June 9, 2016
Revised: January 2019

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

Instruction**Individualized Education Program/Special Education Program**

~~Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent of a child, the State Department of Education, other state agencies available to District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations using a variety of assessment tools and measures to gather relevant functional, developmental, and academic information, must be completed within 60 calendar days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45-school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The timeline for implementation of an IEP must occur within 60 school days of the PPT referral in those situations in which a student's IEP requires an out-of-district or private placement (not including the time it takes to obtain written parental consent).

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who -
 - (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (II) is knowledgeable about the general education curriculum; and
 - (III) is knowledgeable about the availability of resources of the local educational agency;
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (vii) the school paraprofessional, if any, assigned to such child, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or

related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including -
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and

(iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

(iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;

(4) A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of -

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

(b) ***Transition services.***

(1) The IEP must include -

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) *Students with disabilities convicted as adults and incarcerated in adult prisons.* Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.

(e) *Students with disabilities identified as deaf or hearing impaired.* For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

[10-76d](#) Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277 and PA 19-49 and PA 21-46 and PA 21-144 and [PA 23-137](#))

[10-76ff](#) Procedures for determining if a child requires special education

[10-76g](#) State aid for special education.

[10-76h](#) Special education hearing and review procedure.

[10-76q](#) Special education at technical education and career schools (as amended by PA 21-144)

[10-76jj](#) Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018
State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

[PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.](#)

Policy Adopted: November 18, 2021

EXHIBIT V

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN L. PARKHURST, SUPERINTENDENT
DATE: OCTOBER 23, 2023
RE: MATH PRESENTATION AND WORKSHOP

As requested, this evening a presentation and workshop on Mathematics in the Windsor Locks Public Schools will be shared with the following topics to be covered:

- State of WLPS Math Curriculum
- District Benchmark Assessments - iReady
- Alliance District Performance
- Personalized Pathway - i Ready
- Smarter Balanced Assessment Student Tasks
- Correlation Smarter Balanced and Benchmark Assessment - iReady

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