

LEDYARD PUBLIC SCHOOLS

Annual Notification Manual

POLICIES – REGULATIONS – STATUTES

2017-2018



Ledyard is a diverse and empowering community that inspires in each child a continuous love of learning, self-confidence, and commitment to excellence. The community supports each child to achieve at the highest levels and to innovate in a world of change. Our children thrive and make a lasting contribution to the community. Citizens trust, invest in, and benefit from the Ledyard Public Schools.

For a complete listing of LPS Policies and Regulations go to
www.ledyard.net

LEDYARD PUBLIC SCHOOLS
4 Blonders Boulevard, Ledyard, CT 06339
(860) 464-9255
www.ledyard.net

Superintendent of Schools *Mr. Jason S. Hartling*
Assistant Superintendent *Dr. Jennifer P. Byars*
Director of Special Services *Mr. Philip H. Genova*
Business Manager *Mr. Jason M. Lathrop*

Gales Ferry School (PreK-2)

1858 Route 12, Gales Ferry, CT 06335
Tel. #--860 464-7664
Fax #--860 464-5138

Juliet W. Long School (3-6)

1854 Route 12, Gales Ferry, CT 06335
Tel. #--860 464-2780
Fax #--860 464-5139

Principal, Mrs. Anne Hogsten,
Assistant Principal, Mrs. Robin Lipman,

Gallup Hill School (K-6)

169 Gallup Hill Road, Ledyard, CT 06339
Tel. #--860 536-9477
Fax #--860 572-2788

Principal, Dr. Pamela Austen

Ledyard Center School (K-6)

740 Col. Ledyard Highway, Ledyard, CT 06339
Tel. #--860 464-8080
Fax #--860 464-5140

Principal, Dr. Susan Nash-Ditzel,

Ledyard Middle School (7-8)

1860 Route 12, Gales Ferry, CT 06335
Tel. #--860 464-0200
Fax #--860 464-2155

Principal, Mr. Christopher Pomroy
Assistant Principal, Ms. Kelly Gordon

Ledyard High School (9-12)

24 Gallup Hill Road, Ledyard, CT 06339
Tel. #--860 464-9600
Fax #--860 464-1990

Principal, Ms. Amanda Fagan
Assistant Principal, Mr. William Turner
Assistant Principal-AD, Mr. James Buonocore
Student Services Coord., Mr. Samuel Covino

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0521—Equal Opportunity Plan Policy

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

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

The Board also reaffirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, sex, ancestry, present or past history of mental disorder, intellectual disability, gender identity or expression, pregnancy, physical disability, or genetic information, except in the case of a bona fide occupational qualification or need. Employment decisions shall not be influenced, affected or determined on the basis of membership in or holding of office in an employee association or union. This policy shall be relevant to every aspect of employment including, but not limited to, upgrading, demotion or transfer, recruitment and/or recruitment advertising, layoff or termination, rates of pay, other forms of compensation including fringe benefits, employment selection, or selection for training and apprenticeships, promotion or tenure.

These statements, as applicable, shall be made available to all present and future District employees and students and shall be included in District policy handbooks.

Notification

The following statement shall be used to provide the notification of non-discrimination as required by the regulations enforced by the Office of Civil Rights of the U.S. Department of Education:

“The Ledyard Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups”. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Assistant Superintendent of Schools, 4 Blonder Boulevard, Ledyard Connecticut 06339

Tel. # (860) 464-9255

Revised: November 16, 2011

0521.1-Discrimination Complaint Regulation

The Ledyard Board of Education does not knowingly condone unlawful discrimination on the basis of race, color, national origin, sex, religion, creed, marital status, sexual orientation, or mental or physical disability or any other legally recognized classification in the employment of its staff, or in the admission or access to its programs or activities. Inquiries regarding compliance may be directed to the District’s Civil Rights Compliance Officer or 504 Coordinator.

The Assistant Superintendent is designated as the District’s Civil Rights Compliance Officer, and the 504 Coordinator is the Director of Special Services. They may be contacted at:

Ledyard Public Schools

4 Blonder Avenue

Ledyard, CT 06339

Telephone #: (860) 464-9255

Fax #: (860) 464-8589

Definitions

A “complaint” is a claim by an individual or group of individuals of unlawful discrimination by the Board, its employees or its agents in their performance of duties for the Board.

A complaint should include the complainant’s name, the date of the complaint, the date of the alleged discrimination, the names of the individuals allegedly guilty of the discrimination, and a statement of the circumstances constituting the discrimination.

“Complainant or complainants” means the person or persons making the claim.

The term “days” shall, except when otherwise indicated, mean days on which the Board’s offices are open for business.

Purpose

The purpose of this procedure is to resolve, at the lowest possible administrative level, equitable solutions to allegations of unlawful discrimination.

Proceedings conducted pursuant to this policy shall be kept as informal as may be appropriate, and confidential insofar as possible under the law and while still conducting an effective and thorough investigation.

Nothing herein contained shall be construed as limiting the right of an individual with a concern relating to discrimination from discussing the matter informally with any appropriate member of the administration in an attempt to resolve the issue.

Time Limits

Since it is important that complaints of discrimination be resolved as efficiently as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended, if appropriate by the administration based upon the circumstances.

Informal Procedure

Any individual who feels that he/she has been unlawfully discriminated against by the Board, its employees or its agents in their performance of duties for the Board, should notify an appropriate supervisor or staff member within 30 calendar days of the alleged occurrence to discuss the nature of the complaint. The supervisor or staff member shall notify the District's Civil Rights Compliance Officer or 504 Coordinator of all such claims of discrimination, unless the compliance officer is the alleged perpetrator, in which case the Superintendent of Schools shall be notified.

The supervisor or staff member shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the allegations.
4. Dates of the alleged discrimination.

A supervisor or staff member notified of a claim of discrimination shall review and explain the complaint procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case more than ten (10) days from the time the notice of the claim of discrimination was received. The nature and scope of the investigation will depend upon the allegation. Every reasonable attempt shall be made to seek a solution and to resolve the alleged discrimination at this level.

Formal ProcedureLevel One – School Principal

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal complaint in writing to the school principal or his/her designee.

The principal or his/her designee shall investigate the complaint and render a decision and the reasons therefore in writing to the complainant within ten (10) days. A copy of the decision shall be provided to the District's Civil Rights Compliance Officer or 504 Coordinator. If the principal is the alleged perpetrator, level one may be skipped.

Level Two – Civil Rights Compliance Officer or 504 Coordinator

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within ten (10) days after presentation of the complaint in writing to the principal, the complainant may file a written appeal with the District's Civil Rights Compliance Officer or 504 Coordinator within five (5) days of the earlier of the principal's decision or ten (10) days after filing the complaint with the principal.

Within ten (10) days after receipt of the complaint, the District's Civil Rights Compliance Officer, or 504 Coordinator, or his/her designee shall meet with the complainant for the purpose of resolving the grievance. The Civil Rights Compliance Officer or 504 Coordinator shall within ten (10) days of the meeting render a decision and the reasons therefore in writing to the complainant.

If the Civil Rights Compliance Officer or 504 Coordinator is the alleged perpetrator, the level two appeal shall be made to the Superintendent of Schools.

Level Three – Board of Education

If the complainant is not satisfied with the disposition of the complaint at Level Two, or if no decision has been rendered within ten (10) days after the meeting with the Civil Rights Compliance Officer or 504 Coordinator, the person may appeal to the Board of Education within five (5) days of the earlier of the Civil Rights Compliance Officer's or 504 Coordinator's decision or ten (10) days after filing the complaint with the Civil Rights Compliance Officer or 504 Coordinator. The appeal shall include a copy of the complaint filed at each level, a copy of each decision rendered, and a proposed resolution. It is within the Board's discretion to determine whether to hold a meeting to hear the appeal.

General Provisions

Following the investigation of a complaint of unlawful discrimination at any level, corrective action will be taken as appropriate. Such action may include the discipline of any student involved, up to and including expulsion, and/or the discipline of any staff member involved, up to and including termination of employment.

Any person may file a complaint of unlawful discrimination by the Board, its employees or its agents in their performance of duties for the Board, with the Office for Civil Rights, Washington, D.C.

Regulation revised: 11/2/09 (change of address only)

U.S. Department of Education, Office for Civil Rights is 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-3921; telephone # 617 289-0111; ocr.boston@ed.gov

1112.5—News Media Access Policy

The Ledyard Board of Education recognizes the important role the news media serves in reporting information about the District's program, services and activities. Therefore, the District will make every reasonable effort to provide news media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. News media personnel may interview and photograph students involved in instructional programs and school activities including athletic events provided their presence will not be unduly disruptive and shall comply with Board policies and District goals.

News media representatives shall be required to report to the school administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Parental Permission--Parents who do not want their student interviewed, photographed or videotaped by the news media shall inform the building administrator in writing regarding such decision. Permission shall not be required before photographs, videotapes, and/or articles referring to students involved in athletic events may be published. Information obtained by news media representatives directly from students does not require parental approval prior to publication by the news media. Parents who do not want their student interviewed or photographed by the news media should direct their student accordingly.

Protection of Student Privacy Rights--District employees may release student information to the news media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Notification--Parents will be advised of the District's policy on news media access to students at the time of the student's registration and each Fall in the student/parent handbook. Building administrators shall inform the Superintendent any time news media personnel are present at the schools; such notification shall include the stated purpose of the news media visit.

Policy adopted: August 2005

1331—Smoking, Tobacco Usage and Possession of Marijuana Prohibited

Cigarette smoking is considered the chief preventable cause of premature disease and death in the United States. Public schools have a responsibility to help prevent tobacco use for the sake of students' and staff members' health and the wellbeing of their families. Research conclusively proves that:

- Regular use of tobacco is ultimately harmful to every user's health, directly causing cancer, respiratory and cardiovascular diseases, adverse pregnancy outcomes, and premature death;
- Second-hand smoke is a threat to the personal health of everyone, especially persons with asthma and other respiratory problems;
- Nicotine is a powerfully addictive substance;
- Tobacco use most often begins during childhood or adolescence;
- The younger a person starts using tobacco, the more likely he or she will be a heavy user as an adult;
- Many young tobacco users will die an early, preventable death because of their decision to use tobacco.

Additional reasons why schools need to strongly discourage tobacco use are that:

- The purchase and possession of tobacco products is illegal for persons under age 18;
- Use of tobacco interferes with students' attendance and learning;
- Smoking is a fire safety issue for schools; and
- Use of spit tobacco is a health and sanitation issue.

Therefore, in accordance with Connecticut General Statute (CGS) 19a-342, the Ledyard Board of Education prohibits any student, District employee or other person from smoking or using tobacco in school buildings or other facilities controlled by the Board, on school property, in school vehicles, or at any school-related event at any time, regardless of whether or not students are present.

For the purpose of this policy, “use of tobacco” shall mean all uses of tobacco, including but not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products.

Although possession and use of marijuana for certain medical conditions, consistent with Connecticut’s Public Act 12-55, “*An Act Concerning the Palliative Use of Marijuana*,” is no longer a crime in Connecticut, the possession and use of marijuana remains illegal under federal law. Consistent with federal law, including the *Controlled Substances Act* and the *Safe and Drug-Free Schools and Communities Act*, the use and or possession of marijuana continues to be prohibited in school buildings, on school property, in school vehicles, or at any school-related event at any time, regardless of whether or not students are present.

The advertising of smoking or tobacco-related products is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

The Superintendent shall notify students, their parents and guardians, District employees, and visitors to school facilities and grounds of the requirements of this policy through inclusion in staff and student handbooks and school newsletters and via posted notices or signs at every school entrance and other appropriate locations.

“No Smoking” signs, meeting the requirements of CGS 19a-342, shall be posted at the entrances to all facilities under the control of the Board.

It is the responsibility of all students, District employees, and visitors to enforce this policy through verbal admonition. Any tobacco product found in the possession of a minor student shall be confiscated by staff and discarded. Students and employees found to be in violation of this policy also may be subject to disciplinary actions as delineated in other applicable school policies. Visitors to school facilities and grounds who fail to comply with this policy when verbally admonished by a District employee shall be asked to leave school grounds; if necessary, Ledyard Police shall be called to assist in removing those individuals.

Revised: February 6, 2014

3518–Pest Management/Pesticide Application Procedure

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

The Director of Maintenance shall develop and implement an integrated pest management (IPM) plan to manage structural and landscape pests, and the toxic chemicals for their control, in order to alleviate pest problems with the least possible hazard to people, property and the environment. The IPM plan shall be consistent with the model plan provided by the Commissioner of Environmental Protection under section 22a-661 of the Connecticut General Statutes (CGS).

The IPM plan procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural or biological means. Chemical controls shall be used as a last resort. The Board establishes that the District shall use pesticides only after consideration of the full range of alternatives, including taking no action, based upon an analysis of environmental effects, safety, effectiveness and costs.

Definitions

- “**Integrated pest management**” means the use of all available pest control techniques, including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the overall use of pesticides.
- “**Pesticide**” means a fungicide used on plants, an insecticide, a herbicide or rodenticide but does not mean a sanitizer, disinfectant, anti-microbial agent or a pesticide bait.
- A “**certified pesticide applicator**” is a person who has obtained either (1) supervisory certification under CGS section 22a-54 or (2) operational certification under CGS section 22a-54 and is working under the direct supervision of a supervisory pesticide applicator.
- “**Lawn care pesticide**” means a pesticide registered by the United States Environmental Protection Agency (EPA) and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas.
- “**Restricted use pesticides**,” as classified by the EPA or the Connecticut Department of Environmental Protection (DEP), are those pesticides which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment. Restricted use pesticides shall only be applied by a certified pesticide applicator.

Notification of IPM Plan

The Superintendent shall ensure that:

- At the beginning of each school year, the staff of each school are provided with written guidelines on how the IPM plan is to be

- implemented, and
- At the beginning of each school year, and when any child transfers to a school during the school year, parents/guardians are provided with a statement that shall include a summary of the District's IPM plan for the school.

The staff and parent/guardian notifications shall (1) indicate that they may register for prior notice of pesticide applications to be made at the school and (2) describe the procedures for notification in the event an emergency application of a pesticide is required.

A notice of any modifications to the IPM plan shall be sent to any person who has registered for prior notice of pesticide application.

Notification of Pesticide Application

- Notices of planned pesticide applications shall be posted in designated areas at the affected school at least forty-eight (48) hours prior to the application.
- The building Principal, or his/her designee, shall ensure that all notifications regarding pesticide application are provided, by any means practicable, to those persons who have registered for prior notice of pesticide application on or before the day that any application of pesticide is to take place at a school.
- Notifications of pesticide applications shall include (1) the name of the active ingredient of the pesticide being applied, (2) the location of the application on the school property, (3) the date of the application, and (4) the name of the school administrator, or a designee, who may be contacted for further information.

Records of Pesticide Application

A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five years. Such records shall include the information required under CGS section 22a-66a (i.e., a copy of that portion of the pesticide label which states the product name and registration number, the manufacturer, the active ingredients, the signal word, an emergency phone number, if listed, and any precautionary statements, including statements on environmental hazards, human and animal hazards, emergency treatment and re-entry).

Limitations on Pesticide Use

- All pesticide use on school grounds or in school building shall be in accordance with the District's IPM plan.
- Pesticides shall normally only be applied on school grounds or within any school building by a certified pesticide applicator.
- Staff and students may use pesticides, with the exception of restricted use pesticides, at Ledyard High School as part of the approved Agri-Science program. However, such use shall be limited to the minimum necessary to accomplish curricular objectives. Agri-Science staff members shall ensure that students are informed of and observe all safety precautions regarding the handling, use and storage of pesticides.
- Appropriately trained staff members may apply pesticides in an emergency situation to eliminate an immediate threat to human health, as determined by the Superintendent or his/her designee, and where it is impractical to obtain the services of a certified pesticide applicator, provided such situation does not involve a restricted use pesticide.
- Starting July 1, 2009, lawn care pesticides shall only be used on the playing fields and playgrounds of District elementary schools and Ledyard Middle School in an emergency situation to eliminate an immediate threat to human health, as determined by the Superintendent or his/her designee.
- No application of pesticide may be made in any building or on the grounds of any school during regular school hours or during planned activities at any school except that an emergency application may be made to eliminate an immediate threat to human health if (1) it is necessary to make the application during such a period and (2) such emergency application does not involve a restricted use pesticide. In such cases, staff and students shall be prohibited from entering an area of such application until it is safe to do so according to the provisions on the pesticide label.

Responsibilities

Each building Principal shall:

- Ensure that a registry is maintained of all staff members and parents/guardians who have requested prior notice of pesticide applications at the school.
- Ensure that all notifications regarding pesticide applications at the school are provided as required.
- Ensure that sanitary measures are enforced and that the school building is regularly cleaned and maintained in good repair in order to prevent pest infestations and minimize the need for the use of pesticides.

The Director of Maintenance shall:

- Develop and implement an IPM plan that is consistent with the model plan provided by the Commissioner of Environmental Protection under section 22a-661 of the CGS.
- Ensure that all District employees who use chemicals to control a pest problem, including Agri-Science staff, are trained on the requirements of this policy and the IPM plan and are instructed on the necessity to observe and follow all precautions and application procedures listed on the pesticide label.
- Ensure that pesticides are stored in a secure site not accessible to students or unauthorized staff and that such storage, and any pesticide disposal, is in accordance with the directions on the pesticide container's label.
- Notify the Superintendent and building Principal of planned pesticide applications.

- Direct and supervise all IPM procedures to be carried out by District employees and/or pest control contractors.
- Maintain a copy of the record of each pesticide application made at all District schools.

Policy Revised: October 3, 2007

3541.5--Business and Non-Instructional Operations

TRANSPORTATION SAFETY COMPLAINTS AND REPORTING

Student safety is the primary concern in the operation of the transportation system in Ledyard Public Schools. To that end the Ledyard Board of Education places a high priority on resolving all safety-related transportation issues in a timely manner.

All complaints concerning school transportation safety shall be reported to the Business Manager. The Business Manager shall maintain a written record of all complaints received regarding transportation safety and shall investigate the issues in a timely manner. The Business Manager shall inform the Superintendent of transportation safety issues and the manner in which they are resolved.

The Superintendent shall develop a regulation related to this policy detailing the process to investigate and resolve parental safety concerns related to bus stop locations. The Superintendent shall annually, within thirty (30) days after the end of each school year, provide the Commissioner of Motor Vehicles with a copy of the written record of safety complaints received for the previous twelve (12) month period in compliance with CT State Statute.

The Superintendent shall make a written report of the circumstances of any accident that involves a motor vehicle and a Ledyard student, which occurs at a designated school bus stop or in the immediate vicinity thereof. The report shall be provided to the Commissioner of Motor Vehicles within ten (10) days of the accident on a form prescribed by the Commissioner.

Legal Reference: Connecticut General Statutes:

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

Policy adopted: November 1, 1989

Revised: June 21, 2017

Memorandum

TO: Parents/Guardians
 FROM: Sam Kilpatrick III, Director of Buildings and Grounds
 DATE: August 2017
 RE: Notification of Ledyard Public Schools Asbestos Activities

Pursuant to the regulations of the Environmental Protection Agency, Asbestos Hazardous Emergency Response Act (AHERA), the Ledyard Board of Education is notifying you of the asbestos activities at all of the schools in the Ledyard Public School System.

The activities involve monitoring known asbestos containing materials with a visual inspection every six months; providing custodial and maintenance staff in each facility with a two hour awareness program, alerting them as to any precautions where necessary; every three years, reinspection by a certified asbestos management planner of asbestos in the buildings and updating of management plans.

Additionally, during summer of 2017, abatement of material occurred in the following locations:

- Juliet W. Long School: the service tunnels of the school were remediated of pipe insulations.
- Ledyard Middle School: Abatement of materials as part of the Renovate as New building project at that location.
- Gallup Hill School: Abatement of materials took as part of the Renovate as New building project at that location.

The asbestos management plan is available for public inspection at the following location:

Ledyard Board of Education
 4 Blonder Boulevard
 Ledyard, Connecticut 06339

4118.234--Psychotropic Drugs

School personnel are prohibited from recommending the use of psychotropic drugs for any student. For purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child use psychotropic drugs.

A “psychotropic drug” means prescription medications for behavioral or social-emotional concerns, such as attention deficits, impulsivity, anxiety, depression, and thought disorders, and includes, but is not limited to stimulant medication and antidepressants.

School health or mental health personnel, including school nurses or nurse practitioners as well as school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. These school health and mental health personnel may consult with such practitioner only after having obtained the prior written consent of the student’s parent or guardian.

Communications between and among school health, mental health, and other school personnel pertaining to a child in possible need of a recommendation for a medical evaluation shall be handled through the Planning and Placement Team (PPT) process in conformity with both state and federal special education applicable laws. Individuals who violate this policy will be subject to discipline, up to and including

termination of employment.

Policy Revised: November 3, 2004

5113—Absences and Truancy Policy

The Ledyard Board of Education believes that regular attendance at school is critical to students being able to master the necessary skills for academic success in Ledyard Public Schools. A growing body of research indicates that missing an excessive number of school days, regardless of the reason, can place a child at risk of falling behind his or her peers academically. The goal of this policy is to identify those students at risk based on their absenteeism and implement appropriate levels of intervention.

Connecticut State Board of Education policy states that, “*A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., a field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.*” According to this policy, a student who is not “in attendance” is considered absent.

In order to identify those students who are chronically absent and at risk of becoming truant and to provide clear guidance to school districts for complying with truancy laws and reporting student truancy statistics, the State Board of Education has adopted the following definitions and guidance regarding student absences:

Disciplinary Absences – Absences that are the result of school or District-level disciplinary action (e.g., out-of-school suspension and expulsion) are excluded from State-level accounting and will not be counted against the student for the purposes of this policy.

Excused Absences – A student’s absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten (10) school days of the student’s return to school, or the absence is in accordance with section 10-210 of the Connecticut General Statutes (exclusion for medical reasons), and student’s absence meets the following criteria:

A. For absences one through nine (1-9), a student’s absences from school are considered excused when the student’s parent/guardian approves such absence, regardless of the reason, and submits appropriate documentation; and

B. For the tenth and subsequent absences, a student’s absences are considered excused for the following reasons:

1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional for the absence to be excused, regardless of the length of the absence);
2. Student’s observance of a religious holiday;
3. Death in the student’s family or other emergency beyond the control of the student’s family;
4. Mandated court appearances (additional documentation required);
5. The lack of transportation that is normally provided by a school district other than Ledyard (no parental documentation is required for this reason); and
6. Extraordinary educational opportunities pre-approved by the Principal, or his/her designee, per the guidance in this policy.

Unexcused Absences – A student’s absence from school shall be considered unexcused unless it meets the definition of an excused absence (including the documentation requirements) or the absence was a disciplinary absence.

Note that the State Board of Education’s policy only considers a student absent when he/she misses half or more of the normal school day. A student missing less than half the school day will be considered tardy; student tardiness shall be dealt with at the school building level. Additionally, while the state looks at student absences on a daily basis, Ledyard Middle School and Ledyard High School shall also track absences for each class and take the appropriate actions as outlined in this policy.

Documentation of Student Absences

The State Board of Education requires careful and thorough documentation of all student absences. Parent and guardian notes and other documentation are central to determining whether a student's absence is excused or unexcused. While a written note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student's absence are acceptable, such as a parent/guardian making a report in person to the designated school staff member, through an online system with controlled access, or via video chat. E-mail and texting do not meet the State's security requirements; however, e-mail may be used to deliver a scanned image of a note.

The bottom line is that the school staff must be certain that the student's parent/guardian was the one providing the information regarding the student's absence in order for it to be excused should the absence meet all the applicable criteria specified herein.

School staff must receive or generate documentation for each instance of absence, which is one or more consecutive school days absent. Schools should only accept notes covering a series of absences for non-consecutive school days if the absences share a common cause.

Once a student has accrued a total of nine absences, including both excused and unexcused, additional documentation (besides the note from the student's parent/guardian) is required in order for absences resulting from illness or mandated court appearances to be excused:

A. Students missing school for mandated court appearances must provide additional documentation such as a police summons, a subpoena, a notice to appear, or a signed note from a court official.

B. For absences resulting from illness, students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date or have the school nurse verify the student's absence with the medical professional treating the student. Families who lack health insurance and/or those with limited means may find it challenging to meet this requirement to obtain a note from a licensed medical professional. In these cases, school nurses can evaluate the ill student, either in person or over the telephone, and, where appropriate, provide the required documentation for an excused absence.

For parents/guardians who are not proficient in reading or writing English, the schools shall make efforts to help these parents report their child's absences, including accepting notes in languages other than English. For parents who are not proficient in writing in any language, schools should verbally inform them of the attendance requirements and that they may report a student's absence in person at the school.

Absences for Emergency Situations

For the purposes of the definition of excused absences, emergencies are generally significant events that are outside of the control of the student's family. They are normally short absences consisting of a few days at most. The only required documentation is a parental note clearly explaining the emergency situation that resulted in the student's absence. Examples of emergencies include, but are not limited to:

- Family member who is very ill and close to dying;
- Student's home is lost to fire or eviction;
- Family's home being quarantined;
- Natural disaster;
- A student who is a parent and whose child needs to go to the hospital; or
- A family member's military deployment or return from deployment.

Absences for Extraordinary Educational Opportunities

From time to time, students may be presented with an exceptional opportunity for an experience of an educational nature. While these events may not be part of the student's normal schoolwork, they can provide an excellent chance to further their education. Students and their parents/guardians must understand that approval as an excused absence is made on a case-by-case basis, in consideration of a number of factors, and that opportunities approved for one student may not be approved for another. Under the specific criteria outlined herein, the days devoted to these opportunities can count as excused absences:

- The opportunity must be educational in nature and have a learning objective related to the student's coursework or plan of study;
- It must be an opportunity not ordinarily available to the student;
- It must be grade and developmentally appropriate; and
- The content of the experience must be highly relevant to the student.

It is important that the school administration, the student, and the student's family all have a common understanding of the extraordinary educational opportunity that is being requested and approved. To that end, building-specific procedures implementing this policy shall include the following:

- All requests for approval of an exceptional educational opportunity as an excused absence must be submitted in writing prior to the event, bear the signature of the student and his/her parent or guardian, describe the learning objective of the opportunity, and detail how the objective is linked to the student's coursework or plan of study; include additional documentation as appropriate to support a full understanding of the opportunity.
- Approval of an exceptional educational opportunity as an excused absence should be in writing, detail any requirements placed upon the student as a condition of approval, include the specific days approved for the opportunity, and include the caveat that the school administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually-agreed-upon requirements of the approval.

Within ten (10) days after the end of the approved period for the extraordinary educational opportunity, the student must submit all required documentation as specified during the approval process, or the time away from school will be considered an unexcused absence.

Students from Military Families

A student, whose parent or legal guardian is an active duty member of the Armed Forces and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted an additional ten (10) days of excused absences in any school year to visit the student's parent or legal guardian during the period of leave, prior to deployment and after return from deployment. The Superintendent, at her/his discretion, may authorize additional excused absences in a school year beyond the initial ten (10) mandated herein.

In the case of excused absences which have been granted in accordance with the above paragraph, the student and their parent/legal guardian shall be responsible for obtaining assignments from the student's teacher(s) prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his/her return to school from the period of excused absence.

Truancy

Connecticut State law defines a "truant" as a child age five to eighteen years, inclusive, who is enrolled in Ledyard Public Schools and has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. Studies have shown that students who are truant are in danger of having significant difficulty in making the same academic progress as their peers who regularly attend school.

Within ten (10) school days after a student's fourth (4th) unexcused absence in a month or tenth (10th) unexcused absence in a school year, the school administration shall hold a meeting with the parent/ guardian of the student who has become truant, or with such other person having control of the truant student, to review and evaluate the reasons for the child being truant.

If the truant student's parent/guardian, or other person having control of the truant student, fails to attend the above required meeting or if such parent/guardian or other person otherwise fails to cooperate with the school administration in attempting to solve the truancy problem, the Superintendent shall file a written complaint with the Superior Court pursuant to section 46b-149 of the Connecticut General Statutes alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs. This written complaint shall be filed within fifteen (15) calendar days after the truant student's parents/guardians or other person having control of the child fails to attend the required meeting or fails to cooperate with the school administration in attempting to solve the truancy problem.

Investigating Student Absences

The Superintendent is authorized by the Board to designate one or more District employees to serve as an attendance officer for the purpose of investigating student absences. The role of an attendance officer is to gather/verify information so that school personnel may better understand the factors contributing to the student's absenteeism. This may include a visit to the student's residence.

When a Principal believes that a student's absences, excused or not, are having a negative impact on the student's academic performance and that more information is needed regarding the factors behind the student's absenteeism, the Principal shall recommend to the Superintendent that an attendance officer be assigned to further investigate the situation. Only the Superintendent, or her/his designee, may authorize the use of an attendance officer in Ledyard Public Schools.

Implementation

The Superintendent is responsible for the development of District-wide and building-specific procedures to implement the requirements of this policy. All elementary schools shall use a common procedure regarding student tardiness, absenteeism and truancy. These procedures shall provide for:

- the clear expectation among students and their parents/guardians regarding the need for regular, consistent attendance at school;
- a uniform understanding among staff, students and their parents/guardians of the requirements for excused absences;
- the potential of consequences for unexcused absences; and
- the possibility that a student may be required to receive remedial assistance even when all absences are excused but potentially have negatively impacted their education.

The Board requires that District and building-level procedures developed to implement this policy contain the following specific elements:

1. Annually at the beginning of each school year and upon enrollment during the school year, the school administration shall inform students and their parents/guardians of the school attendance requirements, the building-specific procedures regarding absenteeism, and obtain a phone number or other means of contacting the parents/guardians during the school day. This and all subsequent notifications regarding student absenteeism shall be made in such a manner as to be easily understood by both students and their parents/guardians (for example, using an alternative language when the primary language in the home is not English).

2. Each school shall monitor individual student absences; additionally, Ledyard Middle School and Ledyard High School will track student absences for each class.
3. Whenever a child enrolled in grades kindergarten to eight fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, school personnel shall make a reasonable effort to contact the student's parents/guardians by telephone in regard to the student's absence. If school personnel are unable to reach the student's parents/guardians via telephone, then a letter will be sent to the student's home address requiring the parents/guardians to contact the school. The letter shall include a warning that two (2) unexcused absences from school in a month or five (5) unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 of the Connecticut General Statutes alleging the belief that the child's family is a family with service needs.
4. The District and each school shall have procedures for coordinating services with and making referrals to community agencies providing child and family services. These organizations should be used to address, where appropriate, the student's personal or family issues that may be affecting his or her ability to attend school on a regular basis.
5. Student tardiness and unexcused absences shall be used as factors in determining eligibility to participate in extra-curricular activities.
6. In an effort to prevent absenteeism from rising to the level that it affects a student's academic performance, building-level procedures implementing this policy shall include a tiered series of interventions designed to recognize the factors uniquely affecting a student's attendance and put in place various support actions that can have a positive effect on both their future attendance and academic performance.

Revised: December 17, 2014

5114—Suspension, Expulsion, and Due Process Policy

It is the goal of the Ledyard Board of Education to ensure the safety and welfare of all students in attendance and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct occurring on school grounds, in vehicles used for student transportation, or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students also may be disciplined for conduct that occurs off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board. This policy provides notice of student actions that can lead to suspension and/or expulsion and the procedures to be followed when awarding such punishment to ensure the student's right to due process. However, nothing in this policy shall be construed to inhibit the administration from taking appropriate and timely action in an emergency situation. All students of Ledyard Public Schools and their parents/guardians shall be informed annually of this policy through its inclusion in student handbooks.

A. Definitions

“**Days**” are defined as days when school is in session.

“**Exclusion**” shall be defined as any denial of public school privileges to a student for disciplinary purposes.

“**In-School Suspension**” shall be defined as an exclusion from regular classroom activity for no more than ten (10) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. All suspensions must be in-school suspensions, unless during either the informal or formal hearing, the administration determines that: (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student must be excluded from school during the period of suspension; or (2) an out-of-school suspension is appropriate for the student based on evidence of (a) previous disciplinary problems that have led to the student's suspension or expulsion and (b) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension will normally be served in the school that the suspended student attends; however, if the Superintendent determines otherwise, the student may be required to serve the in-school suspension in another school within the Ledyard Public Schools District.

“**Out-of-School Suspension**” shall be defined as an exclusion from school privileges, or from transportation services only, for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

“**Expulsion**” shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The period of exclusion may extend into the school year following the school year in which the exclusion was imposed but shall not extend beyond a period of one calendar year.

“**Emergency**” shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

“**School-sponsored activity**” is defined as any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.

“**Controlled Drugs**”, as defined by Section 21a-240 of the Connecticut General Statutes (CGS), are those drugs: which contain any

quantity of a substance that has been designated as subject to the federal Controlled Substances Act; which has been designated as a depressant or stimulant drug pursuant to federal food and drug laws; or which has been designated by the Commissioner of Consumer Protection pursuant to CGS Section 21a-243 as having a stimulant, depressant or hallucinogenic effect upon the higher functions of the central nervous system and as having a tendency to promote abuse or psychological or physiological dependence, or both. Alcohol, nicotine and caffeine are specifically excluded from characterization as “controlled drugs”.

“**Controlled Substance**”, as defined by CGS Section 21a-240, means a drug, substance or immediate precursor in schedules I to V, inclusive, of the Connecticut controlled substance scheduling regulations adopted pursuant to CGS Section 21a-243.

“**Dangerous instrument**”, as defined by CGS Section 53a-3, means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a vehicle and a dog that has been commanded to attack.

“**Deadly weapon**”, as defined by CGS Section 53a-3, means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.

“**Electronic defense weapon**”, as defined by CGS Section 53a-3, means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily but is not designed to inflict death or serious physical injury (i.e., an electro-shock weapon such as a Taser).

“**Martial arts weapon**”, as defined by CGS Section 53a-3, means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.

“**Possess**”, as defined by CGS Section 53a-3, means to have physical possession or otherwise to exercise dominion or control over tangible property (i.e., to have on one’s person, in a locker, purse, backpack or car, etc.).

“**Vehicle**”, as defined by CGS Section 53a-3, means a “motor vehicle” as defined in CGS Section 14-1, a snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

“**Firearm**” means: (1), as defined by CGS Section 53a-3, any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged; and (2), as defined by Title 18, Section 921 of the United States Code (18 USC 921), (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. The term “firearm” used herein does not include any antique firearm (as defined in 18 USC 921). The term “destructive device” used herein means: (1) any bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the weapons described herein that is explosive or incendiary or contains poison gas; (2) any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device previously described herein and from which a destructive device may be readily assembled.

“**Weapon**”, as defined by CGS Section 29-38, means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle and having a blade of over one and one-half (1-1/2) inches in length, any stiletto, any knife for which the edged portion of the blade is four (4) inches or over in length, any martial arts weapon or electronic defense weapon (as defined in CGS Section 53a-3), or any other dangerous or deadly weapon or instrument.

B. Actions Leading to Suspension and/or Expulsion

A student may be suspended or expelled for conduct occurring on school grounds, in vehicles used for student transportation, or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students also may be suspended or expelled for conduct that occurs off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board. Such punishable student conduct includes, but is not limited to, the following:

1. Causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
2. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;
3. Intentionally causing or attempting to cause damage to school property or material belonging to another person (private property);
4. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
5. The use, either spoken or written, of obscene or profane language or gestures;
6. Deliberate refusal to obey the directions or orders of a member of the school staff;
7. Harassment and/or hazing/bullying on the basis of a person’s race, religion, ethnic background, gender or sexual orientation;
8. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
9. Threatening, intimidating or blackmailing in any manner, including orally, in writing or via electronic communication, a member of the school community, including an employee of Ledyard Public Schools or a fellow student;
10. Possession of a firearm, deadly weapon, dangerous instrument, electronic defense weapon, or martial arts weapon;
11. Possession of any weapon (able to function or not) or weapon facsimile, including but not limited to a knife (regardless of the length of blade), pistol, pellet guns and/or air soft pistols;
12. Possession, transmission, distribution, selling, use or consumption of any alcoholic beverages, controlled substances or intoxicants of any kind or any facsimile of a controlled substance or intoxicant of any kind;
13. Knowingly being in the presence of those who are in possession of, using, transmitting, or being under the influence of any alcoholic beverages, controlled substances or intoxicants of any kind;

14. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
15. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
16. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
17. Intentional and successful incitement of truancy by other students;
18. Intentionally providing other students with test questions and/or answers or otherwise knowingly providing support to other students for the purpose of allowing them to cheat on their schoolwork (e.g., writing a research paper for another student with the intention of them passing it off as their own work);
19. Unauthorized leaving of school grounds or school-sponsored activities;
20. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct in vehicles used for student transportation and the use of school district equipment;
21. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
22. Lying, misleading or being deceitful to a school employee or person having authority over the student;
23. Possession or use of tobacco products on school property, in school transportation vehicles or at school-sponsored activities;
24. Intentionally inhaling, ingesting, applying or using an inhalant, which includes, but is not limited to, abusable glues, aerosol paints or substances containing a volatile chemical, in a manner contrary to directions for use, cautions or warnings appearing on a label of a container of the inhalant and for the purpose of (1) creating or inducing a condition of intoxication, hallucination or elation or (2) changing, distorting or disturbing a person's eyesight, thinking process, balance or coordination;
25. Possession, distribution, selling, use or consumption of any performance-enhancing drugs, including, but not limited to, anabolic steroids and food supplements, by students involved in any schooled-related or school-sponsored athletic activity unless the student has been specifically and properly authorized for such usage for a valid medical purpose in accordance with Board policy;
26. Unauthorized entry into school facilities or school transportation vehicles or aiding and abetting another person in such unauthorized entry;
27. Trespassing on school grounds while under an out-of-school suspension or expulsion;
28. Possession or ignition of any fireworks or other explosive materials or unauthorized ignition of any combustible materials on school property, in school transportation vehicles or at school-sponsored activities; or
29. Making a "bomb threat", whether real or not, in any manner.

C. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if the Board, or an impartial hearing board, finds that the student:

1. On school grounds, in vehicles used for student transportation, or at any school-sponsored activity, was in possession of a firearm (as defined in 18 USC 921) or deadly weapon, dangerous instrument or martial arts weapon (as defined in CGS Section 53a-3);
2. Off school grounds, did possess such a firearm in violation of CGS Section 29-35 or did possess and use such a firearm, deadly weapon or dangerous instrument in the commission of a crime under CGS Chapter 952 (Penal Code); or
3. On or off school grounds, offered for sale or distribution a controlled substance (as defined in CGS Section 21a-240) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering is subject to criminal penalties under CGS Sections 21a-277 and/or 21a-278.

The Board, or an impartial hearing board, may modify the period of a mandatory expulsion for a student on a case-by-case basis.

D. Suspension/Expulsion in an Emergency Situation

The administration shall have the authority to immediately suspend or expel from school any student when an emergency situation exists, as defined in paragraph A, above. If such an emergency situation exists, the applicable hearing(s), as delineated in this policy, shall be held as soon after the student has been excluded as possible.

E. Suspension Procedure

1. The administration of each school shall have the authority to:
 - a. Invoke in-school suspension for a period of up to ten (10) days of any student for one or more of the reasons stated in paragraph B, above, in accordance with the procedure outlined in this policy, unless, during a hearing held pursuant to this section, the administration determines that (1) the student poses such a danger to persons or property or causes such a disruption of the educational process that the student must be excluded from school during the period of suspension for a period of up to ten (10) days; or (2) an out-of-school suspension is appropriate for the student based on evidence of (a) previous disciplinary problems that have led to the student's suspension or expulsion and (b) efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension will normally be served in the school that the suspended student attends; however, if the Superintendent

determines otherwise, the student may be required to serve the in-school suspension in another school within the Ledyard Public Schools District.

- b. Suspend the school transportation services for any student whose conduct while awaiting or receiving transportation to and from school violates any of the standards set forth in paragraph B, above.
2. Except in an “emergency” situation, the handicapping conditions of a student receiving special education services or accommodations under a “504 Plan” shall be considered prior to making a decision to suspend. Further guidance regarding disciplining students who receive special education services or accommodations under a “504 Plan” is provided in subsequent sections of this policy.
3. In making a determination as to whether conduct is seriously disruptive of the educational process, the administration may consider, but such consideration shall not be limited to:
 - a. Whether the incident occurred within close proximity of a school;
 - b. Whether other students from the school were involved;
 - c. Whether there was any gang involvement;
 - d. Whether the conduct involved violence, threats of violence or the unlawful use of a weapon (as defined in CGS Section 29-38), and whether any injuries occurred; and
 - e. Whether the conduct involved the use of alcohol.
4. Unless an emergency situation exists, no student shall be suspended from school or placed in in-school suspension without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. The administration shall then determine whether or not out-of-school suspension or in-school suspension is warranted.
5. A formal hearing pursuant to CGS Sections 4-176e to 4-180a, inclusive, and CGS Section 4-181a may be held if the administration determines that the circumstances surrounding the incident so require. The formal hearing shall be conducted in accordance with the guidance subsequently provided in this policy.
6. No student shall be suspended from school for more than ten (10) times, or be placed in in-school suspension for more than fifteen (15) times, or be suspended for a total of fifty (50) days in one school year (combination of both in-school and out-of-school suspensions), whichever results in fewer days of exclusion, unless such student is granted a formal hearing as outlined above.
7. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension (both in and out of school) or expulsion of such student.
8. Whenever a student is suspended, the administration shall notify the Superintendent, or his/her designee, not later than twenty-four (24) hours after the suspension as to the name of the student who has been suspended and the reason for the suspension. Additionally, if such student is a minor, the administration shall also inform the student’s parents/guardians as to the period of suspension and the reason for the suspension within twenty-four (24) hours of the time that the student has been excluded.
9. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which the student missed during the period of his/her suspension. However, students under suspension (either in or out of school) shall not participate in extracurricular activities during the period of their suspension.
10. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other conditions required by the administration. Such administration-specified program shall not require the student or his/her parents/guardians to pay for participation in the program.
11. Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student’s cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to paragraph E.10, above, such notice may be expunged earlier, at the administration’s choosing, when the student completes the administration-specified program and meets any other conditions required by the administration pursuant to paragraph E.10, above.

F. Expulsion Procedure

1. The Board, at a meeting at which three or more Board members are present, may, upon the Superintendent’s recommendation, expel any student for one or more of the reasons stated in this policy in accordance with the procedure outlined herein and provided that a majority of the Board members sitting in the expulsion hearing vote to expel and that at least three affirmative votes for expulsion are cast.
2. The Board may establish an impartial hearing board, consisting of one or more persons, for the purpose of conducting expulsion hearings pursuant to this policy. No Board member shall be a member of the hearing board. The hearing board, when established by the Board, shall have the authority to conduct the expulsion hearing and render a final decision in accordance with the provisions of CGS Sections 4-176e to 4-180a, inclusive, and CGS Section 4-181a.
3. Unless an emergency situation exists, no student shall be expelled without a formal hearing held pursuant to CGS Sections 4-176e to 4-180a, inclusive, and CGS Section 4-181a. In the case of an emergency situation, such hearing shall be held as soon after the expulsion as possible.
4. Except in an “emergency” situation, the handicapping conditions of a student receiving special education services or accommodations under a “504 Plan” shall be considered prior to making a decision to expel. Further guidance regarding disciplining such students is provided in subsequent sections of this policy.
5. **Expulsion Hearing Notice.** Upon receiving a recommendation for expulsion from the Superintendent, the Board shall give the

student, and the student's parents/guardians if the student is a minor, written notice of the formal expulsion hearing to be held pursuant to CGS Sections 4-176e to 4-180a, inclusive, and CGS Section 4-181a. The written notice shall include the following information:

- a. A statement of the time, place and nature of the hearing;
 - b. A statement of the legal authority and jurisdiction under which the hearing is to be held;
 - c. A reference to the particular sections of statutes, regulations and/or Board policy involved;
 - d. A short and plain statement of the matters asserted;
 - e. Information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services; and
 - f. A statement that the Board is not required to offer an alternative educational opportunity to a student between the ages of sixteen (16) and eighteen (18) who has been previously expelled or who is found to have engaged in conduct which endangers persons if it is determined at the expulsion hearing that the conduct for which the student is expelled involved (1) possession of a firearm (as defined in 18 USC 921) or deadly weapon, dangerous instrument or martial arts weapon (as defined in CGS Section 53a-3) on school grounds, in vehicles used for student transportation, or at any school-sponsored activity, or (2) offered for sale or distribution on school grounds, in vehicles used for student transportation, or at any school-sponsored activity a controlled substance (as defined in CGS Section 21a-240) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administering is subject to criminal penalties under CGS Sections 21a-277 and/or 21a-278, if applicable.
6. **Rules of Evidence.** The Board shall not be bound by formal rules of evidence but shall assure fairness to all parties involved in the expulsion proceedings regarding the presentation of evidence, including the following:
- a. Any oral or documentary evidence may be received, but the Board shall, as a matter of policy, provide for the exclusion of irrelevant, immaterial or unduly repetitious evidence;
 - b. The Board shall give effect to the rules of privilege recognized by law;
 - c. When an expulsion hearing will be expedited and the interests of the parties will not be prejudiced substantially, any part of the evidence may be received in written form;
 - d. A party may conduct cross-examination required for a full and true disclosure of the facts;
 - e. Documentary evidence may be received in the form of copies or excerpts, if the original is not readily available, and upon request, parties to the expulsion proceedings shall be given an opportunity to compare the copy with the original;
 - f. Notice may be taken of judicially recognized facts and of generally recognized technical or scientific facts within the Board's specialized knowledge;
 - g. Parties shall be notified in a timely manner of any material noticed, including any memoranda or data from Ledyard Public Schools, and the parties shall be afforded an opportunity to contest the material so noticed: and
 - h. The Board's experience, technical competence, and specialized knowledge may be used in the evaluation of the evidence.
7. Prior to the expulsion hearing, each party to the expulsion proceedings shall be afforded the opportunity to inspect and copy relevant and material records, papers and documents not in the possession of the party, except as otherwise provided by federal law or any other provision of the CGS.
8. Whenever a student against whom an expulsion hearing is pending withdraws from school after notification of such hearing but before the hearing is completed and a decision rendered pursuant to this policy, (a) notice of the pending expulsion hearing shall be included on the student's cumulative educational record, and (b) the Board, or impartial hearing board, shall complete the expulsion hearing and render a decision.
9. **Expulsion Hearing.** During the expulsion hearing, the student and/or the student's parents/guardians may be represented by counsel at the student's and/or the student's parents'/guardians' own expense. Additionally:
- a. Each party shall be afforded the opportunity to (1) respond, (2) cross-examine other parties, intervenors and witnesses, and (3) present evidence and argument on all issues involved.
 - b. Persons not named as parties or intervenors may, in the discretion of the Board, be given an opportunity to present oral or written statements. The Board may require any such statements to be given under oath or affirmation.
 - c. the Board, at its expense, shall provide a translator or interpreter whenever the student or his/her parents/guardians do not speak English sufficiently or have a disability that would otherwise preclude them from effectively participating in the hearing.
10. In making a determination as to whether conduct is seriously disruptive of the educational process, the Board may consider, but such consideration shall not be limited to: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved; (3) whether there was any gang involvement; (4) whether the conduct involved violence, threats of violence or the unlawful use of a weapon (as defined in CGS Section 29-38), and whether any injuries occurred; and (5) whether the conduct involved the use of alcohol.
11. If the Board, or impartial hearing board, determines that a student's conduct warrants expulsion based on the evidence presented at the expulsion hearing, then:
- a. In determining the length of an expulsion and the nature of any alternative educational opportunity to be offered to the student, the Board may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension (both in and out of school) or expulsion of the student.
 - b. For any student expelled for the first time and who has never been suspended from school, the Board, or the impartial hearing board, may shorten the length of or waive the expulsion period if the student successfully completes a specified program and meets any other conditions required by the Board, or impartial hearing board. Such specified program shall not require the student or the student's parents/guardians to pay for participation in the program.

- c. Within twenty-four (24) hours of the time that the Board, or impartial hearing board, has decided to expel the student, the Superintendent, or his/her designee, shall orally inform such student, and the student's parents/guardians if such student is a minor, of the decision to expel, the effective date of the expulsion and the period of expulsion.
12. **Final Decision in an Expulsion Case.** The final decision of the Board, or that of an impartial hearing board, in an expulsion case shall be reduced to writing and promptly delivered as delineated below:
 - a. The final decision shall state the name of each party and the most recent mailing address provided to the Board for each party or their authorized representative.
 - b. In the case of a decision to expel the student, the written final decision shall include (1) the findings of fact and conclusions of law upon which the decision was based, (2) the period of expulsion, (3), if applicable, any conditions for shortening or waiving the expulsion period pursuant to paragraph F.11.b, above, and (4) a description of any alternative educational opportunity offered pursuant to this policy or a statement that one will not be provided and why. Findings of fact shall be exclusively based on the evidence in the record of the expulsion hearing and on matters noticed.
 - c. The final decision shall be promptly delivered to each party, or their authorized representative, personally or by United States mail, certified or registered, postage prepaid, return receipt requested.
 - d. The final decision shall be effective when personally delivered or mailed, or on a later date as specified by the Board.
 13. **Record of the Expulsion Hearing.** The record of an expulsion hearing shall include: (1) written notices related to the expulsion; (2) all petitions, pleadings, motions and intermediate rulings; (3) evidence received or considered; (4) questions and offers of proof, objections and rulings thereon; (5) the official transcript of proceedings relating to the expulsion, or, if not transcribed, any recordings or stenographic record of the proceedings; (6) proposed final decisions and exceptions thereto; and (7) the final decision. Any recording or stenographic record of expulsion hearing proceedings shall be transcribed on request of any party to the expulsion hearing. The requesting party shall pay the cost of such transcript.
 14. **Actions Subsequent to Student Expulsion.** Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm (as defined by 18 USC 921) or deadly weapon (as defined in CGS Section 53a-3), shall be expunged from the student's cumulative educational record by the administration when the student graduates from high school.

Additionally:

- a. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the Ledyard police department.
 - b. If a student is expelled for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform such agency of the referral.
 - c. The Superintendent shall ensure that information on student expulsions for the possession of weapons is submitted to the Commissioner of Education as required.
15. **Request for Reconsideration or Early Readmission.** An expelled student, or his/her parents/guardians in the case of a minor, has the right to request that the Board reconsider the expulsion decision or allow the student early readmission to school subject to the following:
 - a. An expelled student may apply for early readmission to school at any time. However, any such readmission shall be at the discretion of the Board. The Board may condition such readmission on specified criteria.
 - b. Within fifteen (15) days after the personal delivery or mailing of the final decision, any party to the expulsion case may file a petition with the Board, pursuant to CGS Section 4-181a, for reconsideration of the expulsion decision on the ground that: (1) an error of fact or law should be corrected; (2) new evidence has been discovered which materially affects the merits of the case and which for good reasons was not presented in the expulsion hearing; or (3) other good cause for reconsideration has been shown.

G. Ledyard Students Expelled by Another Board of Education

1. The Board may adopt the decision of a student expulsion hearing conducted by another school district pursuant to CGS Section 10-233d provided that the Board, or an impartial hearing board, shall hold a formal hearing, as previously delineated in this policy, which shall be limited to a determination of whether the conduct for which the student was expelled by the other school district would also warrant expulsion under the Board's policies. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity as required by this policy.
2. If a student enrolls in Ledyard Public Schools while an expulsion hearing is pending in another school district, the student shall not be excluded from school pending completion of the expulsion hearing in the other district unless an "emergency" situation exists. However, based on the student's alleged conduct in the other school district for which the expulsion hearing is pending, the administration may suspend the student and recommend an expulsion hearing pursuant to this policy.

H. Alternative Educational Opportunity for Expelled Students

1. The Board shall offer an alternative educational opportunity to any student less than sixteen (16) years of age who is expelled; however, the student's parents/guardians may choose to not have the student enroll in such program and shall not be subject to truancy laws during the period of expulsion.
2. The Board shall offer an alternative educational opportunity to any student expelled for the first time who is between the ages of

- sixteen (16) and eighteen (18), and who wishes to continue his or her education provided that the student complies with any conditions established by the Board, or impartial hearing board. For the purposes of determining whether an alternative educational opportunity is required to be offered to an expelled student who is between the ages of sixteen (16) and eighteen (18), the Board, or impartial hearing board, shall count any expulsion of the student when the student was less than sixteen (16) years of age.
3. However, the Board is not required to offer an alternative educational opportunity to a student who is between the ages of sixteen (16) and eighteen (18) and who either has been previously expelled or is found to have engaged in conduct which endangers persons if it is determined at the expulsion hearing that the conduct for which the student is expelled either (1) involved possession of a firearm (as defined in 18 USC 921) or deadly weapon, dangerous instrument or martial arts weapon (as defined in CGS Section 53a-3) on school grounds, in vehicles used for student transportation, or at any school-sponsored activity, or (2) that the student offered for sale or distribution on school grounds, in vehicles used for student transportation, or at any school-sponsored activity a controlled substance (as defined in CGS Section 21a-240) whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administering is subject to criminal penalties under CGS Sections 21a-277 and/or 21a-278, if applicable.
 4. The Board is not required to offer any alternative educational opportunity for an expelled student who is age nineteen (19) years or older.
 5. An alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least sixteen (16) years of age in an adult education program that was established pursuant to CGS Section 10-69.
 6. The Board may, in its discretion, offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required pursuant to CGS Section 10-233d.
 7. Whenever a student requiring special education and related services is expelled, regardless of the student's age, the Board shall provide an alternative educational opportunity that is consistent with the student's educational needs during the period of the expulsion in accordance with the guidance provided elsewhere in this policy.

I. Guidance on Suspensions/Expulsions Involving Students with Disabilities

1. Except in an "emergency" situation, the handicapping conditions of a student receiving special education services or accommodations under a "504 Plan" shall be considered prior to making a decision to suspend and/or a recommendation for expulsion.
2. **Authority of School Personnel.** The administration of each school may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with the other requirements of this policy and state/federal law, is appropriate for a child with a disability who violates a code of student conduct established pursuant to Board policy.
 - a. School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - b. After a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, during any subsequent days of removal the District must provide services to the extent required under paragraph I.3.
 - c. For disciplinary changes in placement that would exceed ten (10) consecutive school days (i.e., expulsion), and if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph I.5, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities but also must provide the appropriate services as required in paragraph I.3.
 - d. **Special Circumstances.** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) consecutive school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:
 - (1). Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school-sponsored activity (in this instance, federal law defines a "weapon" as having the meaning of the term "dangerous weapon" (18 USC 930), which means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two-and-a-half (2-½) inches in length);
 - (2). Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school-sponsored activity; or
 - (3). Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school-sponsored activity (federal law (18 USC 1365) defines the term "serious bodily injury" as meaning bodily injury that involves (a) a substantial risk of death, (b) extreme physical pain, (c) protracted and obvious disfigurement, or (d) protracted loss or impairment of the function of a bodily member, organ, or mental faculty).
3. **Special Education Services.** The services as required below may be provided in an interim alternative educational setting, at the District's expense. In the case of either an expulsion or a suspension that constitutes a change of placement, the child's pupil placement team (PPT) shall determine the interim alternative educational setting.
 - a. For a child with a disability who has been removed from his or her current placement for a total of ten (10) school days or less in the current school year, the District is only required during periods of removal to provide those services that would be

- provided to a child without disabilities who is similarly removed.
- b. After a child with a disability has been removed from his or her current placement for a total of ten (10) school days in the same school year, and if the current removal is for not more than ten (10) consecutive school days (i.e., suspension) and does not constitute a change of placement, school personnel shall, in consultation with at least one of the child's teachers, determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's individualized education program (IEP).
 - c. For a child with a disability whose removal constitutes a change of placement pursuant to paragraph I.4 or who is to be removed for more than ten (10) consecutive school days from his or her current placement (i.e., expulsion), the child's PPT shall determine the appropriate services required so that the child will:
 - (1). Continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - (2). Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.
4. **Removals Constituting a Change of Placement.** Regarding the removal of a child with a disability from the child's current educational placement for disciplinary purposes, a change of placement occurs if:
 - a. The removal is for more than ten (10) consecutive school days (i.e., expulsion); or
 - b. The child has been subjected to a series of removals that constitute a pattern, as determined by the school administration on a case-by-case basis, because (1) the series of removals total more than ten (10) school days in a school year, and (2) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals. The school administration shall also consider such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
 5. **Manifestation Determination and Required Actions.** Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school administration, the parent, and relevant members of the child's PPT (as determined by the parent and the school administration) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question: (1) was caused by, or had a direct and substantial relationship to, the child's disability; or (2) was the direct result of the school's failure to implement the child's IEP.
 - a. The child's conduct must be determined to be a manifestation of the child's disability if it is determined that either of the above conditions was met.
 - b. In such instances where it was determined that deficiencies exist in the school's implementation of the child's IEP, school administration shall take immediate steps to remedy those deficiencies.
 - c. When the child's behavior has been determined to be a manifestation of his or her disability, the child's PPT shall:
 - (1). Either (a) conduct a functional behavioral assessment, unless the school had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or (b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - (2). Except as provided for in the special circumstances of paragraph I.2.d, return the child to the placement from which the child was removed, unless the parent/guardian and the school administration agree to a change of placement as part of the modification of the behavioral intervention plan.
 6. **Parental Notification.** On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school administration must notify the child's parents/guardians of that decision, and provide the child's parents/guardians with the District's procedural safeguards notice (which meets the requirements of the Code of Federal Regulations, Section 300.504).
 7. **Appeal of Decision Regarding Placement or Manifestation Determination.** The parent of a child with a disability, who disagrees with any decision regarding placement or the manifestation determination conducted pursuant to this policy, or school administration, who believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process complaint.
 8. **Placement during Appeals.** When an appeal has been made by either the parent or the school administration, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the expulsion time period determined pursuant to this policy, whichever occurs first, unless the parent and the school administration agree otherwise.
 9. **Referral to Law Enforcement Authorities.** When a child with a disability commits a crime that is reportable to the Ledyard police department pursuant to this policy, the school administration shall ensure that copies of the child's special education and disciplinary records are transmitted to the Ledyard police department, or any other law enforcement agency so contacted, for consideration. The school administration shall ensure that any such record transmittal is in accordance with the limitations of the Family Educational Rights and Privacy Act (FERPA).

PRO BONO SCHOOL EXPULSION PROJECT

Is Your Child Facing An Expulsion Hearing?

- If you are low income and your child is in need of legal assistance at an expulsion hearing, call Statewide Legal Services (SLS) at 1-800 453-3320.
- Because expulsion hearings are often scheduled very quickly, please call SLS immediately once you know that your child is being recommended for expulsion.
- SLS is open during the following hours:
 - Mondays and Wednesdays from 9 a.m. to 3 p.m.
 - Tuesdays, Thursdays, and Fridays from 9 a.m. to 4 p.m.
- The Pro Bono School Expulsion Project has trained approximately 40 private attorneys around the state to handle school expulsion cases. Assuming your case is deemed eligible for the project, it will be assigned to one of the trained attorneys in your area.

New London Office: 153 Williams Street, New London, CT 06320
Phone: 447-0323 Fax: 443-0109

Policy 5118.2—Migrant Students

The Ledyard Board of Education will provide educational and other services to address the needs of migrant students in the District.

A “migrant student” is a school-aged child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school district to another.

The Superintendent shall develop and implement a program to address the needs of migrant children in the District. This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians of migrant students an opportunity for meaningful participation in the their children’s education.
6. Provide parent(s)/guardian(s) of migrant students with instruction regarding their role in improving the academic achievement of their children.

Legal Reference: Title 20, United States Code, Sections 6391-6399 – Education of Migratory Children (as modified by the No Child Left Behind Act of 2001)

Policy adopted: July 6, 2005

5123—Promotion/Acceleration/Retention

Students shall be placed by the certified staff at the grade level best suited to them academically, socially and emotionally. Students will normally progress annually from grade to grade or level to level. Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to each student’s parents or guardian, but the final decision will rest with the school authorities.

Policy adopted: November 2, 1994

5124—Reporting to Parents/Guardians

The Ledyard Board of Education acknowledges the importance of regular and effective two-way communication between teachers and a student’s parents/guardians. Frequent and varied communication methods, including e-mail messages, telephone calls, letters and informal notes, parent-teacher conferences, and school visitations, should be used regularly to inform parents/guardians regarding student performance. In addition, regular communications to a student’s teacher informing them of the parents’/guardians’ concerns is strongly recommended. Parents/guardians are encouraged to share suggestions and perceptions of their child, which may help the teacher in his/her work with the student.

1. Regular Communication. Recognizing the importance of regular two-way parent-teacher communication, teachers are expected to respond to e-mails and written notes from parents/guardians within 48 hours of the delivery of the message. Response may include

telephone or e-mail feedback. Phone calls from parents should typically be answered within 24 hours. These timelines are provided as general guidance; teachers are expected to exercise professional judgment regarding the timeliness of responding to any particular message.

2. Report Cards. Written reports on student progress will be issued in accordance with a schedule approved by the Superintendent after consultation with building Principals. Reporting dates will be determined annually and placed on the school calendar. Parents will be advised of a student's potential failure in a course or a grade and the possibility of the student repeating the grade or course no later than mid-way through a course for Ledyard High School students and mid-way through the year for students in grades K-8.
3. Progress Reports. Progress reports will be sent at the mid-point of a marking period for students failing or in danger of failure. In addition, progress reports should be sent to parents/guardians as needed during marking periods not only to indicate student failure but also to note deficiencies needing attention or to recognize special student achievement.

Teachers shall also report on student progress at regularly scheduled parent conferences. If a student's parents are separated or divorced, both have equal rights to be informed of their child's school progress, unless there is a court order to the contrary. Non-custodial parents must inform the building Principal in writing if they wish to receive written reports of student progress and notifications of scheduled conferences. Student registration forms will specify who receives written reports and conference notifications. Any changes will be forwarded to the Principal by the parent.

Policy revised: October 3, 2007

Policy 5125—Student Records; Confidentiality

Educational records will be kept for each student. The Ledyard Board of Education recognizes the legal requirement to maintain the confidentiality of educational records in accordance with state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto.

For the purposes of this policy:

“Parent” means a parent of a student and includes a natural, surrogate or adopted parent, a legal guardian, or an individual acting as a parent in the absence of a parent, guardian or surrogate. The District shall give equal rights of access to either parent, including an non-custodial divorced parent, unless the District is provided with evidence of a court order or other official document, e.g., relating to divorce, separation or custody, that specifically revokes such rights.

“Student,” except as otherwise specifically provided, means an individual who is, or who has been, in attendance at school within the District.

“Eligible Student” means a student who has reached eighteen (18) years of age or a student who is an emancipated minor. When a student becomes an eligible student, the rights accorded to, and any consent required of, parents under this policy transfer from the parents to the eligible student. However, the District may continue to disclose educational records to the parents of an eligible student without the eligible student's consent if the eligible student remains a dependent for tax purposes.

“Educational record” means any record that is directly related to a student and that is maintained by the District. This includes such information recorded by handwriting, print, computer media, video or audio tape, film, microfilm or microfiche. “Educational record” shall not include any of the following:

1. Notes compiled by instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons which remain in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute for the maker.
2. Records created and maintained by the District's law enforcement unit for law enforcement purposes.
3. Records concerning District employees which are made and maintained in the normal course of the District's business and which relate exclusively to an employee in his or her capacity as an employee and are not available for use for any other purpose.
4. Medical and health treatment records of a student who is eighteen (18) year of age or older which are disclosed only to individuals providing the treatment.
5. Records that contain information about an individual after he or she is no longer a student.

“Directory Information” means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name

and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's social security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records.

A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

"Substitute" means a person who performs the duties of an individual on a temporary basis, and does not include a person who permanently succeeds that individual.

"School official" means all instructional, supervisory, administrative and ancillary personnel employed by, under contract with, or providing in-kind services for, the District, including, but not limited to, youth and/or DARE officers and other law enforcement personnel, health or medical staff such as nurses, counselors, medical consultants and therapists, as well as attorneys and auditors. Ledyard Board of Education members are also school officials.

"Legitimate educational interest" means an interest in the student or in the management and/or administration of education in the District. A legitimate educational interest includes, but is not limited to, an individual's need to know information in order to:

1. perform any task required by the individual's position with the District;
2. perform an instructional, administrative, or supervisory task directly related to a student's education;
3. perform a service or benefit for a student or a student's family; or
4. perform discipline related tasks.

The Superintendent shall develop procedures providing the following:

1. Annually informing parents of students currently in attendance and eligible students currently in attendance of their rights concerning educational records.
2. Permitting parents and eligible students to inspect and review educational records.
3. Not disclosing personally identifiable information from a student's educational records without the prior written consent of the parent or eligible student, except to the extent disclosure without consent is authorized by law, including a specification of the personally identifiable information to be designated by the District as directory information.
4. Maintaining a record of disclosures of personally identifiable information from a student's educational records and permitting a parent or eligible student to inspect that record.
5. Providing a parent or eligible student with an opportunity to seek an amendment of educational records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
6. Assuring security of student records.

Legal Reference: Connecticut General Statutes 1-210 Access to public records. Exempt records. 7-109 Destruction of documents. 10-15b Access of parent or guardians to students records. 10-154a Professional communications between teacher or nurse & student. 10-209 Records not to be public. 46b-56(e) Access to records of minor children by non-custodial parents. Federal Law Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g, as amended.

Dept. of Education regulations 34 C.F.R. Part 99, Family Educational Rights and Privacy.

Connecticut State Library Public Records Administration Schedule M8 - Education Records.

Policy adopted: November 2, 1994

Revised: March 15, 2017

Regulation 5125/5125.1–Student Records; Confidentiality

Definitions

As used in this regulation:

“Educational record” means any record that is directly related to a student and that is maintained by the District. This includes such information recorded by handwriting, print, computer media, video or audio tape, film, microfilm or microfiche.

“Educational record” shall not include any of the following:

1. Notes compiled by instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons which remain in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute for the maker.
2. Records created and maintained by the District’s law enforcement unit for law enforcement purposes.
3. Records concerning District employees which are made and maintained in the normal course of the District’s business and relate exclusively to an employee in his or her capacity as an employee and which are not available for use for any other purpose.
4. Medical and health treatment records of a student who is eighteen (18) years of age or older which are disclosed only to individuals providing the treatment.
5. Records that contain information about an individual after he or she is no longer a student.

“Substitute” means a person who performs the duties of an individual on a temporary basis, and does not include a person who permanently succeeds that individual.

“Directory information” means one or more of the following items: student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and the most recent previous public or private school attended by the student.

“Parent” means a parent of a student and includes a natural, surrogate or adopted parent, a legal guardian, or an individual acting as a parent in the absence of a parent, guardian or surrogate. The District shall give equal rights of access to either parent, including a non-custodial divorced parent, unless the district is provided with evidence of a court order or other official document, e.g., relating to divorce, separation or custody, that specifically revokes such rights.

“Student,” except as otherwise specifically provided, means an individual who is, or who has been, in attendance at school within the District.

“Eligible student” means a student who has reached eighteen (18) years of age or a student who is an emancipated minor. When a student becomes an eligible student, the rights accorded to, and any consent required of, parents under this policy transfer from the parents to the eligible student. However, the District may continue to disclose educational records to the parents of an eligible student without the eligible student’s consent, if the eligible student remains a dependent for tax purposes.

“School official” means all instructional, supervisory, administrative and ancillary personnel employed by, under contract with, or providing in-kind services for, the District, including, but not limited to, youth and/or DARE officers and other law enforcement personnel, health or medical staff such as nurses, counselors, medical consultants and therapists, as well as attorneys and auditors. Ledyard Board of Education members are also school officials.

“Legitimate educational interest” means an interest in the student or in the management and/or administration of education in the District. A legitimate educational interest includes, but is not limited to an individual’s need to know information in order to:

1. perform any task required by the individual’s position with the District;
2. perform an instructional, administrative, or supervisory task directly related to a student’s education;
3. perform a service or benefit for a student or a student’s family; or
4. perform discipline related tasks.

Maintenance and Security of Student Records

1. Custodian of Records

A. The Assistant Superintendent is hereby designated as custodian of educational records. The address of the custodian is 4 Blonder Boulevard, Ledyard, Connecticut, 06339.

- (1) The custodian is charged with district-wide responsibility for implementing Board of Education policies and administrative regulations relating to educational records.
- (2) The custodian shall be responsible for the security of educational records and shall devise procedures for assuring that access to such records is limited to authorized persons.
- (3) The custodian of records, or an appropriately designated employee, shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.

B. In each school, the principal, and/or his/her designee is responsible for implementation of Board of Education policies and

administrative regulations relating to student records maintained in that school.

2. Files

- A. The educational records for each individual student shall be maintained in a central file at the school attended by the student.
- B. Educational records shall be stored in locked containers or rooms.

3. Information

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

Access to Student Records

1. Access by Parents or Eligible Students

- A. A parent or eligible student shall have the right during regular business hours to access the student's educational records. If the educational records contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.
- B. When a parent's eligible student's dominant language is not English, the district shall make an effort to:
 - (1) provide interpretation of the educational record in the dominant language of the parent or eligible student; or
 - (2) assist the parent or eligible student in securing an interpreter.

2. Access to Third Parties with Parent or Eligible Student Consent

- A. Upon request, third parties who are not otherwise authorized by law to access educational records may be permitted such access during regular school hours if the parent or eligible student has provided consent. The consent must be in writing and must:
 - 1. be signed and dated;
 - 2. specify the records that may be disclosed;
 - 3. state the purpose of the disclosure; and
 - 4. identify the parties to whom the disclosure may be made.
- B. Except for disclosures made pursuant to a court order or subpoena, disclosures of directory information, or disclosures made to a parent, the recipient must be notified that the transmission of the information to others without the written consent of the parent or eligible student is prohibited. Notwithstanding the foregoing, the District may disclose information to a third party with consent, as described above, with the understanding that the recipient of the information may re-disclose the information if:
 - 1. the re-disclosure without consent is authorized by FERPA; and
 - 2. the District's record of the original disclosure includes the names of the additional parties to whom the information may be re-disclosed and such parties' authorization under FERPA for the re-disclosure.
- C. The consent notices shall be kept with the educational record. In the event that a parent or eligible student believes that additional documents that may constitute educational records have not been included by the District in response to a request for educational records, the parent or eligible student may identify, with specificity, such additional documents. The District shall respond to such information within a reasonable amount of time. In making such a request of the District, it is the obligation of the parent or eligible student to identify specific documents so as to enable the District to properly identify any documents believed to be at issue.
- D. Upon request, the District shall provide the parent or eligible student with a copy of the educational record which is disclosed. If the parent of a student who is not an eligible student so requests, the District shall provide the student with a copy of the record disclosed.

3. Access to Third Parties Without Parent or Eligible Student Consent

- A. The District will not disclose personally identifiable information from students' educational records to third parties without written parent or eligible student consent unless the disclosure meets one or more of the following conditions.
 - 1. The disclosure is to another school official who has a legitimate educational interest.
 - 2. The disclosure is to officials and/or employees of another school where the student seeks or intends to enroll. Unless the disclosure is initiated by the parent or eligible student or the District has, in its annual notice, included a notice that the District forwards educational records to other schools upon request where a student seeks or intends to enroll, the District shall make a reasonable attempt to notify the parent or eligible student. Upon request, the District will provide the parent or eligible student a copy of the record disclosed.
 - 3. Authorized representatives of the Comptroller General of the United States, the Secretary of Education, or state and local educational officials, in connection with an audit or evaluation of a state or federally supported education program or the enforcement or compliance with federal legal requirements relating to such programs, provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.
 - 4. The disclosure is in connection with financial aid for which the student has applied or which the student has received if the

information is necessary for such purposes as to determine eligibility, amount and conditions of aid or to enforce the conditions of such aid.

5. The disclosure is to other state and local officials to the extent that such information is specifically allowed to be reported pursuant to state law concerning the juvenile justice system.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:
 - a. develop, validate, or administer predictive tests;
 - b. administer student aid programs; or
 - c. improve instruction.

The study must be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization and the information is destroyed when no longer needed.

7. The disclosure is to accrediting organizations to carry out their accrediting functions.
8. The disclosure is to the parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954, as amended.
9. The disclosure is to comply with a judicial order or lawfully issued subpoena and the District made a reasonable attempt to notify the parent or eligible student of the order or subpoena in advance of compliance, unless the disclosure is in compliance with a Federal Grand Jury subpoena or other subpoena whereby the court or issuing agency ordered the existence or contents of the subpoena not to be disclosed. Any copy of an educational record provided in response to a judicial order or subpoena shall be submitted directly to the clerk of the court where the proceedings in connection with the subpoena is located, and shall be sealed in an envelope which shall indicate the name of the school or student, the name of the attorney subpoenaing the record and the title of the case referenced in the subpoena.
10. The disclosure is made to appropriate parties in connection with a health or safety emergency.
11. The disclosure is information the District has designated as “directory information” in accordance with FERPA.

Communications Concerning Drugs and Alcohol

The disclosure of certain information concerning drugs and alcohol is specifically limited by state law. Professional employees shall not be required to disclose information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student. “Professional employee” for this purpose means a school official or employee who is certified by the State Board of Education, who is a school administrator, or who is a registered nurse employed by, or assigned to, the District. A “professional communication” for this purpose means any communication made privately and in confidence by a student to a professional employee during the course of the professional employee’s employment.

Notwithstanding the above, any employee who obtains physical evidence from a student indicating that a crime has been or is being committed must turn such evidence over to school administrators or law enforcement officials within two (2) school days, provided a professional employee shall not be required to disclose the name of the student from whom such evidence was obtained. Any physical evidence provided to the administration under this provision shall be turned over to the appropriate law enforcement agency within three (3) days.

HIV-RELATED INFORMATION

The disclosure of confidential HIV-related information is specifically limited by state law. The District will disclose any such information from its records only to the extent permitted by state law. “Confidential HIV-related information” means any information pertaining to a person who has been counseled regarding HIV infection, is the subject of an HIV-related test or who has been diagnosed as having HIV infection, AIDS or HIV-related illness concerning whether the individual has been so counseled, has been the subject of an HIV-related test, or has HIV infection, HIV-related illness or AIDS, or information which identifies or reasonably could identify a person as having one or more of such conditions.

Challenging Contents of Records

A parent or eligible student may challenge the content of the student’s educational record in accordance with the following procedure.

The parent or eligible student may request the District to amend the student’s educational record on the grounds that it is:

- (1) Inaccurate;
- (2) Misleading; or
- (3) In violation of the student’s privacy rights.

The District shall decide whether to amend the record as requested within a reasonable period of time after the request is received. If the District decides not to amend the record as requested, it shall inform the parent or eligible student of its decision and of his or her right to a hearing.

If the parent or eligible student requests a hearing to challenge the content of the student’s educational record on the grounds it is inaccurate, misleading or in violation of the student’s privacy rights, the hearing shall be conducted as follows:

- (1) the hearing will be held within a reasonable period of time after the request for a hearing is received;
- (2) the District will give the parent or eligible student notice of the date, time, and place of the hearing, reasonably in advance of the hearing;

- (3) the hearing may be conducted by any individual, including an employee of the District, who does not have a direct interest in the outcome of the hearing;
- (4) the District will give the parent or eligible student a full and fair opportunity to present relevant evidence at the hearing. The parent or eligible student, at his or her own choosing and expense, may be assisted or represented at the hearing by one or more individuals, including an attorney;
- (5) the District will make its decision in writing within a reasonable period of time after the hearing; and
- (6) the District's decision will be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

If as a result of the hearing, the District decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy rights as asserted by the parent or eligible student, it will amend the record accordingly and inform the parent or eligible student of such amendment. If, on the other hand, the District decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy rights, it will inform the parent or eligible student of his or her right to place a statement in the record commenting on the contested information in the record. Such statement will be maintained with the contested portion of the record for as long as that record is maintained, and will be disclosed whenever the portion of the record to which the statement relates is disclosed.

Directory Information

1. The following student information is declared to be directory information:
 - A. Name
 - B. Address
 - C. Telephone number
 - D. Date and place of birth
 - E. Participation in officially recognized activities and sports
 - F. Weight and height of members of athletic teams
 - G. Dates of attendance
 - H. Degrees and awards received
 - I. Most recent previous public or private school attended by the student

The District shall disclose directory information to individuals not otherwise authorized to receive such information if it annually gives public notice to parents of students in attendance and eligible students in attendance of:

1. the types of personally identifiable information that the District has designated as directory information;
2. a parent's or eligible student's right to refuse to let the District designate any or all of those types of information about the student as directory information; and
3. the period of time within which a parent or eligible student has to notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The District may disclose directory information about former students without meeting the above conditions.

Access Log

The District will maintain a record of each request for access to, and each disclosure of, personally identifiable information from the educational records of each student. The record shall be maintained with the educational records of the student as long as the educational records are maintained.

For each request or disclosure the record must include:

1. the parties who have requested or received personally identifiable information from the educational record; and
2. the legitimate interests the parties had in requesting or obtaining the information.

If the District discloses personally identifiable information from an educational record with the understanding that the information may be re-disclosed, the record will also include:

- i. the names of additional parties to which the receiving party may disclose the information; and
- ii. the legitimate interest which each of the additional parties has in requesting or obtaining the information.

The following parties may inspect the access log:

1. the parent or eligible student;
2. the school official or his or her designees who are responsible for the custody of the records;
3. a school official with a legitimate educational interest for the purpose of auditing the District's record keeping procedures; and
4. the Comptroller General of the U.S., the Secretary of Education, or state and local educational authorities, for the purpose of auditing the District's record keeping procedures.

The access log requirements do not apply in connection with requests from, and disclosures to, the following:

1. the parent or eligible student;
2. a school official with a legitimate educational interest;

3. a party with written consent from the parent or eligible student;
4. a party seeking information designated by the District as directory information; or
5. a party seeking or receiving the records as directed by a Federal Grand Jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction and postage (if any) may be charged for furnishing copies of any educational record.
2. The fee for copies is stipulated in policy 3250. (cf. 3250 – Materials/Services Fees, Charges)
3. No fee shall:
 - A. effectively prevent the parents or eligible students from exercising their right to inspect and review educational records.
 - B. be charged for searching for or retrieving an educational record.
 - C. be made for furnishing
 - (1) up to two transcripts of former student’s records;
 - (2) a copy of a student’s individual education plan (IEP); and
 - (3) a copy of any evaluation report and other documentation regarding the determination of a student’s eligibility for special education and related services.

Retention and Destruction of Student Records

Educational records will be retained and disposed of in accordance with the Municipal Records Retention Schedule M8 - Education Records, published by the Connecticut State Library, Public Records, Administration, as amended.

The District will inform parents and eligible students when personally identifiable information contained in the educational records of students with disabilities is no longer needed to provided educational services to the student. Such information will be destroyed at the request of the parents or eligible students, in accordance with the Individuals with Disabilities Education Act (IDEA). Notwithstanding the foregoing, a permanent record of a special education student’s name, address, phone number, classes attended grade level completed, and year completed may be maintained without time limitation.

Enforcement

A parent or eligible student who believes the District has violated the Family Educational Rights and Privacy Act (FERPA) has the right to file a complaint with the Family Compliance Office (FPCO), U.S. Department of Education, Washington, DC, 20202-4605.

Notification of Parents and Eligible Students

A copy of this regulation shall be provided annually and upon enrollment to parents of students currently in attendance and eligible students currently in attendance.

Regulation revised by Policy Committee: May 13, 2003

5131.11/4120–Video Surveillance

Students/Personnel (Certified and Non-Certified)

The Ledyard Board of Education desires to maintain safety, order, and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the District to the extent required by law and without prejudice to the Board’s interest. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles. The students and staff of the District should recognize that their security and safety depends upon the capacity of the District to maintain discipline and control building access and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board finds that it is appropriate to provide for the use of electronic monitoring including but not limited to the use of video surveillance cameras in its transportation vehicles and on school grounds under the following guidelines:

1. Video cameras may be used to monitor student behavior on school transportation vehicles used to transport students to and from school and off-campus activities.
2. The District shall comply with all applicable state and federal laws related to video recordings when, as determined by the District and in accordance with law, such recordings are considered for retention as part of the student’s behavioral record. Such records will also be subject to established District student records procedures including access, review, and release of such records.
3. The District shall annually notify its students and staff that video surveillance may occur on any school property or on any school transportation vehicle. The District shall incorporate said notice in staff and student handbooks.
4. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building principal or other designated administrator.
5. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including those policies concerning the confidentiality of student and staff personnel records.

Policy revised: November 4, 2015

5131.6—Alcohol, Drugs and Tobacco Usage

Pursuant to the goal of the Ledyard Board of Education to maintain drug, tobacco and alcohol-free schools, the school administration shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These banned substances shall include, but not be limited to, alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

Definitions

Drugs are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana, hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

Controlled substances, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

Under the influence, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

Illegal Activities

Use, possession, sale or distribution of drugs, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises, on school transportation vehicles, or at any school-sponsored activity.

If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian(s) will be contacted, the student will be suspended from school, referred to a Student Support Team, and considered for expulsion.

In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy 5114, *Suspension, Expulsion and Due Process*.

Notification of Policy

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

Building Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

- The unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco is prohibited in school, on school grounds, on school transportation and at school sponsored activities;

- Compliance with the standards of conduct stated in the handbook is mandatory;
- A violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution;
- CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations; and
- CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

Disciplinary Action

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team.

Student athletes who violate this policy and are participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation.

The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall refer the matter to the building Principal or her/his designee. If the building Principal or her/his designee discovers the student to be in possession or under the influence of controlled substances, she/he shall notify the student's parent(s)/guardian(s), recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the building Principal or her/his designee. If the building Principal or her/his designee discovers the student to be in possession or under the influence of controlled substances, she/he shall notify the student's parent(s)/guardian(s), recommend a specified assessment as appropriate, notify law enforcement personnel as appropriate, and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

Drug-Free Awareness Program

The Superintendent shall assure that the school District provides a drug-free awareness program for students that includes the following topics:

- Health and safety-related dangers of drug abuse;
- Review of the Board of Education's policy of maintaining drug-free schools;
- Notification of the availability of drug counseling and rehabilitation programs; and
- Official penalties for drug abuse violations in Ledyard Public Schools.

Drugs and Alcohol

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation.

The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others.

Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in Board policy, administrative regulations and student handbooks.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the

discipline/behavior regulations in the Code of Conduct.

- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

Inhalant Abuse

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide – Laughing Gas, Whippets, CO2 Cartridge
Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”
Butyl Nitrite – “Bullet,” “Climax”
Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids
Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in Ledyard Public Schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy and related administrative regulations, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational material and related information will be offered to parents/guardians in a manner convenient for their review and understanding.

Performance-Enhancing Drugs (including food supplements)

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Ledyard Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician.

Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, Board policy and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse.

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy on performance-enhancing drugs will be subject to disciplinary action as delineated in Board policy, administrative regulations and student handbooks.

Tobacco Use by Students

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia by students in any school building, on school grounds, in a school transportation vehicle, or at any time when the student is subject to the supervision of designated school personnel (such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program). An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

For the purpose of this policy, “use of tobacco” shall mean all uses of tobacco, including but not limited to, cigarettes, cigars, snuff, blunts,

bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine including electronic cigarettes, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products.

The Superintendent shall develop administrative procedures to support students who are following a medically-supervised program to stop smoking or break a nicotine dependency.

Students who violate this policy on tobacco use will be subject to disciplinary action as delineated in Board policy, administrative regulations and student handbooks.

Medical Marijuana

The conditions in this section are applicable to a student in Ledyard Public Schools who is eighteen (18) years of age or older and who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in Public Act 12-55, "*An Act Concerning the Palliative Use of Marijuana.*"

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending Ledyard Public Schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana on a school transportation vehicle, in a school building, on school grounds, or at any school-sponsored activity;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by Public Act 12-55; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed. A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

Revised: March 5, 2014

5131.7–Weapons and Dangerous Instruments

Students shall not possess firearms, realistic replicas of firearms, weapons, or dangerous instruments of any kind on school grounds, in school buildings, on school transportation, or on any school-related or school-sponsored activity on or off school property. Firearms, weapons, and dangerous instruments shall include, but are not limited to, guns, pistols or rifles, whether loaded or unloaded, weapons as defined in Connecticut General Statutes Section 29-38, firearms as defined in 18 U.S.C. Section 921, deadly weapons, dangerous instruments or martial arts weapons, as defined in Connecticut General Statutes Section 53a-3, or any other instrument, article or substance which under the circumstances in which it is used, or attempted or threatened to be used, is capable of causing physical injury. This can include, but is not limited to, motor vehicles, firecrackers, fireworks of any kind or other items not commonly thought of as weapons.

Students shall not possess firearms off school grounds as defined in 18 U.S.C. Section 921, in violation of Connecticut General Statutes Section 29-35. Further, students shall not possess or use a firearm, instrument, or weapon in the commission of a crime under Connecticut General Statutes Chapter 952.

Any violation of this policy shall be reported immediately to the local law enforcement agency, the Board of Education, and, if possible, the parent(s) or guardian(s). Students who are believed to have violated this policy shall be denied school privileges. Such denial may include expulsion. In addition, students age sixteen (16) and over who are expelled because of conduct which endangers persons if the conduct involved possession of a firearm as defined in 18 U.S.C. Section 921, a deadly weapon, dangerous instrument or martial arts weapon, as defined in Connecticut General Statutes Section 53a-3, on school property or at a school-sponsored activity, may not be offered an alternative educational opportunity during the period of their expulsion.

Any dangerous instrument, weapon, firearm, or realistic replica of a firearm may be seized by an employee of the school system under the power granted to the Board of Education to maintain order and discipline in the schools, and to protect the safety of students, staff, and the public.

Every employee seizing any weapon, dangerous instrument, firearm, or realistic replica of a firearm shall report the incident to the building principal immediately, and deliver the seized item to the principal, or his/her designee, together with the names of the persons involved, witnesses, location and circumstances of the seizure.

If an employee knows or has reason to suspect that a student has possession of such an item, but the item has not been seized, the employee shall report the matter to the principal immediately, and the principal or his/her designee shall take such action as is appropriate.

The principal or his/her designee shall report all violations of this policy to the Superintendent or his/her designee, the local law enforcement agency, and the student's parent(s) or legal guardian(s), if possible.

The Board of Education shall hold an expulsion hearing whenever there is reason to believe that a student: (1) on school grounds or at a school sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Connecticut General Statutes Section 53a-3, or (2) off school grounds, did possess such a firearm in violation of Connecticut General Statutes Section 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime under Connecticut General Statutes, Chapter 952.

If the Board of Education finds that the student did so possess, or so possess and use, as appropriate, such a firearm, instrument or weapon, the Board of Education shall expel the student for one calendar year, provided that the Board may modify the period of expulsion for a student on a case by case basis.

Prior to conducting an expulsion hearing for a child requiring special education and related services, a Planning and Placement Team shall convene to determine whether the misconduct was caused by the child's disability. If it is determined that the misconduct was caused by the child's disability, the child shall not be expelled. The Planning and Placement Team shall re-evaluate the child for the purpose of modifying the child's Individualized Education Program to address the misconduct and to ensure the safety of other children and staff in the school. If it is determined that the misconduct was not caused by the child's disability, the child may be expelled in accordance with the provisions of this policy, except that an alternative education opportunity, consistent with the child's educational needs, shall be provided during the period of expulsion regardless of the conduct upon which the expulsion is based.

Whenever a student is expelled for a violation of this policy, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based on possession of a firearm, as defined in 18 U.S.C. 921, or a deadly weapon, as defined in Connecticut General Statutes Section 53a-3, shall be expunged from the cumulative educational record if the student graduates from high school.

Policy revised: January 5, 2000

5131.81—Personal Electronic Devices

Policy 5131.81

Electronic Devices

Students

The Ledyard Board of Education recognizes the need to provide student access to technological resources in support of educational programming and that the use of personal electronic devices has been shown to enhance the learning environment. The Board is also sensitive to the desires of parents who wish, for reasons of safety, to provide their children with electronic devices that can ensure direct communication before and after school hours in times of need. The possession and use of electronic devices on school grounds or at school sponsored activities is a privilege, not a right. This policy sets reasonable controls and limitations on the use of personal electronic devices in order to protect the privacy rights of individuals and to prevent interference with or disruption of the educational program. The Board reserves the right to revoke this privilege if a student fails to adhere to the following guidelines and/or the Board's policies, including but not limited to the acceptable use and student discipline policies.

For the purposes of this policy, the term "personal electronic devices" includes, but is not limited to:

- Electronic equipment designed for two-way wireless communications, including, but not limited to, mobile cellular phones, "Walkie Talkies"; portable CB radios and or portable short wave radios.
- A "beeper" or other device that is remotely activated and emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.
- Portable electronic devices capable of storing, playing, transmitting and/or receiving still images, video and/or audio, including, but not limited to, personal laptops, smartphones, iPods, E-readers, cameras, video or audio tape recorders, radios, CD players, video or audio digital recorders, DVD players, MP3 players and portable electronic gaming devices.

For the purposes of this policy, "Board Technology Resources" refers to the Board's computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources used by or otherwise

under the control of the school district.

Use of Personal Electronic Devices

- All classroom use of personal electronic devices is at the sole discretion of the teacher. Students will be able to use devices only at the time and in the manner that the teacher permits, and are not to use them in class at other times or for other uses.
- Use of personal electronic devices in non-classroom settings, including, but not limited to, the library media center, cafeteria, any board property or at school sponsored events will be permitted as long as such use does not interfere with the educational process.

Responsibility for Personal Electronic Devices

The Board assumes no responsibility in any circumstances whatsoever for the loss, destruction or theft of any personal electronic device that is brought to school at any time or to any school-sponsored activity, including but not limited to those items confiscated by the staff. Furthermore, the Board shall not be liable for any data plan charges or any other costs associated with the use of private technological devices. Students are advised not to share or loan their privately owned technological devices with other students. Students shall take full responsibility for their device and shall keep it safely stored when not in use. Students are required to take home their personal electronic devices at the end of each school day.

Prohibited uses

Use of any such device for an improper, unethical, or illegal purpose is prohibited. Improper purposes include, but are not limited to:

- Sending any form of harassing, discriminatory, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to Board technology resources;
- Damaging Board technology resources;
- Accessing or attempting to access any material that is obscene or contains pornography;
- Cyberbullying;
- Taking pictures without the specific permission of the subject of the picture;
- Using a personal electronic device to violate any school rules, including the unauthorized recording (photographic or audio) of another individual without the permission of the individual or a school staff member; or
- Taking any action prohibited by State, Federal or local law.

Photographic and Audio Devices

Photographic devices, either still image or video as well as audio devices, shall not be used in any unethical or illegal manner, including, but not limited, the following situations:

- In a locker room or restroom;
- In any classroom except under the direct supervision of a teacher;
- To photograph or record another person who has a reasonable expectation of privacy without that person's knowledge and consent (if the photographic subject is under 18 years of age or is mentally or physically impaired, then permission must be obtained from the subject's parent or guardian);
- In a way that would violate copyright law; or
- To harass, intimidate or bully another person or to invade another person's privacy.

Any image or audio recording taken using a photographic or audio recording device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image, who had a reasonable expectation of privacy at the time the image was recorded, or the person who owns the copyright on the material appearing in that image.

Use of Laser Pointers

A "laser pointer" means a hand-held device that emits a laser light beam and is designed to be used by the operator to indicate, mark or identify a specific position, place, item or object.

Connecticut state law prohibits anyone under the age of 18 from possessing a laser pointer on school grounds or in any public place unless the laser pointer is being used for an educational or other lawful purpose and the user is under the direct supervision of a parent, legal guardian, teacher, employer or other responsible adult.

Therefore, students shall not bring a laser pointer to school and may only use one provided by the school when under the direct supervision of a staff member. Further, no person in possession of a laser pointer shall shine, point or focus the device, directly or indirectly, upon or at another person in a manner that can reasonably be expected to cause harassment, annoyance or fear or injury to such other person.

Disciplinary Action

Misuse of the Board's technology resources and/or the use of personal electronic devices to access or utilize the Board's technology resources in an inappropriate manner or manner inconsistent with this policy will not be tolerated and will result in disciplinary action up to and including expulsion from school and/or referral to the police. In the event that a student violates this Policy or its attendant regulations, a staff member shall confiscate the personal electronic device and turn it in to the office, where it may be retrieved by the student's parent or

guardian. Repeat violations of this Policy may result in the student's loss of privileges. Based on the nature of the violation, the student may be subject to disciplinary action, up to and including expulsion, and referral to the police.

Implementation and Notification

Each building Principal shall develop rules to implement and enforce this policy at the building level.

Students and their parents or guardians shall be notified of this policy and any building specific regulations annually and whenever a student enrolls for the first time during the school year.

Revised: October 7, 2015

5131.82—Restrictions on Publications & Written or Electronic Material

School-Sponsored Publications and Websites

School-sponsored publications, productions and websites are part of the curriculum and are not a public forum for general student use. School administrators and staff may edit or delete material that is inconsistent with the educational mission of Ledyard Public Schools.

All school-sponsored communications will comply with the ethics and rules of responsible journalism. Text, whether written or electronic, that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the District, is socially inappropriate, is inappropriate because of the maturity of the student audience, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School-Sponsored Publications and Websites

Students are prohibited from (1) distributing written or electronic materials, on school property or at school-related activities, or (2) accessing internet websites, while on school property, at school-related activities, or by using school equipment, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school-sponsored activities;
2. Violates the rights of others including, but not limited to, material that is libelous, invades the privacy of others, or infringes on a copyright; or
3. Is socially inappropriate or inappropriate because of the maturity level of the students including, but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent or vulgar language.

The distribution of non-school-sponsored written or printed material will only occur at a time and place and in a manner designated by the building Principal that will not cause disruption, be coercive, or result in the perception that the distributed material is endorsed by the District.

Disciplinary Action

Students in violation of this policy may be disciplined up to and including being suspended and/or expelled in accordance with Board policy. Additionally, students may be disciplined for creating and/or distributing written or electronic material outside the school setting if such action causes substantial disruption to the operation of the school or interferes with the rights of other students or staff members. Possible criminal acts will be reported to Ledyard Police.

Policy adopted: December 15, 2010

5131.91—Hazing

Hazing, harassment, intimidation, or any act that injures, degrades, or disgraces a student or staff member will not be tolerated. Any student who engages in such behavior is subject to disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement officials. Any Board employee present at a school-sponsored activity who permits the above-mentioned behavior is subject to disciplinary action, up to and including termination of employment and/or referral to law enforcement officials.

Purpose

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

General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor, or other employee or agent of the school district shall plan, direct, encourage, aid, condone, or engage in hazing.

- B. No teacher, administrator, volunteer, contractor, or other employee or agent of the school district shall permit, condone, or tolerate hazing.
- C. Implied or expressed consent by a victim of hazing does not lessen the prohibitions contained in this policy, and will not be considered as a defense to or mitigation of any alleged violation of this policy.
- D. Hazing activities are seriously disruptive of the educational process. This policy applies to behavior that occurs on or off school property and during, before, or after school hours.
- E. A person who engages in an act that violates school policy or law in order to initiate another person or to be initiated into or affiliated with a student organization shall be subject to discipline and/or referral to law enforcement officials.
- F. The school district will investigate complaints of hazing and will take appropriate action, including but not limited to discipline, against any student, teacher, administrator, volunteer, contractor, or other employee or agent of the school district who is found to have violated this policy.

Definitions

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

Dissemination of Policy

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

Policy adopted: August 16, 2000

5131.92--Bullying Policy

The Ledyard Board of Education promotes a secure and happy school climate that is conducive to teaching and learning and is free from threat, harassment, teen dating violence, and any type of bullying behavior.

Definitions

“Bullying” means (1) 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 Ledyard Public Schools, or (2) a physical act or gesture by one or more students repeatedly directed at or referring to another student attending Ledyard Public Schools, that:

- Causes physical or emotional harm to the student or damage to the student’s property;
- Places the student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- Creates a hostile environment at school for the student;
- Infringes on the rights of the student at school; or
- Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but 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 these characteristics.

“Cyberbullying” means any act of bullying through 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 occur between two students who are currently in or who have recently been in a dating relationship.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable to providing data communication between two or more individuals, including, but not limit 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, photo-electronic 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.

“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.

“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 Ledyard Public Schools.

“School employee” means: (1) a teacher, substitute teacher, school administrator, the Superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by or working in Ledyard Public Schools; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students in Ledyard Public Schools pursuant to a contract with the Board.

Bullying Prohibited

Bullying of any form will not be tolerated in Ledyard Public Schools. The Board prohibits bullying:

- 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 Ledyard Public Schools, or through the use of an electronic device or an electronic mobile device owned, leased or used by Ledyard Public Schools; and
- Outside the school setting if such bullying: (1) creates a hostile environment at school for the student against whom such bullying was directed; (2) infringes on the rights of the student against whom such bullying was directed at school; or (3) substantially disrupts the education process or the orderly operation of a school.

Disciplinary Actions

Students who engage in any verified act of bullying that falls under the scope of this policy will be subject to disciplinary action up to and including suspension, expulsion and/or referral to the Ledyard Police. Additionally, any acts of cyberbullying that involve school computers or other technology may result in the loss of privileges to use such school equipment.

Safe School Climate Plan

The Board believes that a comprehensive program involving both staff and students of Ledyard Public Schools is essential to reducing incidents of bullying. To this end, the Board directs the Superintendent to promulgate such administrative rules and procedures as is necessary to implement the following Safe School Climate Plan elements in each school:

1. Enable students to anonymously report acts of bullying to school employees and require that students and their parents/guardians be notified at the beginning of each school year of the process by which students may make such reports.
2. Enable the parents/guardians of students to file written reports of suspected bullying.
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making the oral report.
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made regarding bullying. Require that the Safe School Climate Specialist give prompt notice that the investigation has commenced to the parents or guardians of the student alleged to have committed an act or acts of bullying and to the parents or guardians of the student against whom such alleged act or acts were directed.
5. Require the Safe School Climate Specialist to review any anonymous reports of bullying, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
6. Include a prevention and intervention strategy, as outlined later in this policy, for school employees to deal with bullying.
7. Require each school to include language in student codes of conduct concerning bullying.
8. Require each school to notify the parents/guardians of students who commit any verified acts of bullying and the parents/guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in step 4, above. These notifications shall include a description of the response of school employees to such acts and any consequences

that may result from the commission of further acts of bullying.

9. Require each school to invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the policies and procedures in *place to prevent further acts of bullying*. *These invitations shall include* a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separated and distinct from the meeting described in step 9, above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.
11. Require each school to document and maintain records relating to reports and investigations of bullying in the school, maintain a list of the number of verified acts of bullying in the school, make such list available for public inspection, and annually report that number to the Department of Education in such manner as is prescribed by the Commissioner of Education.
12. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetuated bullying incidents by the same individual. Such interventions may include both counseling and discipline.
13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.
14. Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying.
15. Require the school Principal, or his/her designee, to notify Ledyard Police when the Principal, or his/her designee, believes that any acts of bullying constitute criminal conduct.
16. Require that, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the District's Safe School Climate Plan.
17. Require that all school employees annually complete training on (1) the prevention of and response to youth suicide, and (2) the identification and prevention of and response to bullying. This training should specifically cover District-wide and school-specific procedures regarding these topics. Additionally, all school employees shall complete the annual training provided by the Department of Education on these topics.

Prevention and Intervention Strategy

Each school shall implement a prevention and intervention strategy for school employees to deal with bullying and teen dating violence that may include, but is not limited to:

1. Implementation of a positive behavioral intervention and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, his/her parents/guardians and school employees, and interventions with the bullied child, his/her parents/guardians and school staff.
6. School-wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal, or philanthropic sources. For the purposes of this policy, "interventions with the bullied child," includes referrals to a school counselor, psychologist, or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with

the bullied child.

District Safe School Climate Coordinator

The Board appoints the Assistant Superintendent as the District Safe School Climate Coordinator who shall:

- Be responsible for implementing the District's Safe School Climate Plan;
- Collaborate with the Safe School Climate Specialists from each school, the Board and the Superintendent to prevent, identify and respond to bullying and teen dating violence in Ledyard Public Schools;
- Provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying and teen dating violence; and
- Meet with the Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the District and to make recommendations concerning amendments to the District's Safe School Climate Plan.

Safe School Climate Specialists

The Principal of each school, or his/her designee as approved by the Superintendent, shall serve as the Safe School Climate Specialist and shall:

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

School Climate Assessments

Starting July 1, 2012, and biennially thereafter, each school shall complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The District Safe School Climate Coordinator shall collect the safe school climate assessments for each school, report the results to the Board, and submit them in the manner specified to the Department of Education.

Safe School Climate Committee

Beginning with the school year commencing July 1, 2012, the Principal of each school shall establish a committee, or designate at least one existing committee, in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the schools. The Principal shall appoint at least one parent or guardian of a student enrolled in the school to serve on the committee.

Each school's Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendations to the District Safe School Climate Coordinator regarding the District's Safe School Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents/guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of school data regarding bullying; and
7. Perform any other duties as determined by the school Principal that are related to the prevention, identification and response to school bullying for the school.

Any parent or guardian serving as a member of a Safe School Climate Committee shall not participate in the activities listed in items 1 and 2, above, or in any other activity that may compromise the confidentiality of a student.

Immunity when Acting in Good Faith

No claim for damages shall be made against a school employee who reports, investigates, and responds to bullying or teen dating violence in

accordance with the provisions of the Safe School Climate Plan if the employee was acting in good faith in the discharge of his or her duties or within the scope of his or her employment.

No claim for damages shall be made against a student, parent or guardian of a student, or any other individual who reports an act of bullying or teen dating violence to a school employee in accordance with the provisions of the Safe School Climate Plan if such individual was acting in good faith.

The immunity provided by the Connecticut General Statutes does not apply to acts or omissions constituting gross, reckless, willful or wanton misconduct.

Policy Notification Requirements

This policy, the applicable attendant rules and procedures, and the Board-approved Safe School Climate Plan shall be posted on the Internet websites for the District and each school and shall be included in any school or District publication of the rules, procedures and standards of conduct for schools and in all student and staff handbooks.

Policy Revised: April 22, 2015

DISTRICT SAFE SCHOOL CLIMATE PLAN

Reference: Board of Education Policy 5131.92

Forms: Bullying Complainant Reporting Form ~ Bullying Report

District Safe School Climate and Title IX Coordinator: Assistant Superintendent
4 Blonder Boulevard, Ledyard, CT 06339, 860-464-9255

Ledyard Public Schools Safe School Climate Plan Background Information:

As part of Policy 5131.92, the Assistant Superintendent is designated as the Safe School Climate Coordinator. Each school principal is designated the Safe School Climate Specialist of their respective school. The responsibility of the Safe School Climate Specialist includes:

- Notifying students and the parents or guardians of students at the beginning of each school year of the process by which students may anonymously report acts of bullying to school employees;
- Investigating acts of bullying and teen dating violence promptly as established in the School Climate Plan;
- Collect and maintain records of reports and investigations;
- Act as the school official responsible for preventing bullying in the school;
- Complete the biennial Safe School Climate assessment.

The Ledyard Board of Education promotes a secure and happy school climate that is conducive to teaching and learning and is free from threat, harassment and any type of bullying behavior.

Safe School Climate Plan

The Board believes that a comprehensive program involving both staff and students of Ledyard Public Schools is essential to reducing incidents of bullying. To this end, the Board directs the Superintendent to promulgate such administrative rules and procedures as is necessary to implement the following Safe School Climate Plan elements in each school:

1. Enable students to anonymously report acts of bullying to school employees and require that students and their parents/guardians be notified at the beginning of each school year of the process by which students may make such reports.
2. Enable the parents/guardians of students to file written reports of suspected bullying.
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making the oral report.
4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made regarding bullying. Require that the Safe School Climate Specialist give prompt notice that the investigation has commenced to the parents or guardians of the student alleged to have committed an act or acts of bullying and to the parents or guardians of the student against whom such alleged act or acts were directed.
5. Require the Safe School Climate Specialist to review any anonymous reports of bullying, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
6. Include a prevention and intervention strategy, as outlined later in this policy, for school employees to deal with bullying.

7. Require each school to include language in student codes of conduct concerning bullying.
8. Require each school to notify the parents/guardians of students who commit any verified acts of bullying and the parents/guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in step 4, above. These notifications shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
9. Require each school to invite the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and the policies and procedures in place to prevent further acts of bullying. These invitations shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.
10. Require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separated and distinct from the meeting described in step 9, above, to discuss specific interventions undertaken by the school to prevent further acts of bullying.
11. Require each school to document and maintain records relating to reports and investigations of bullying in the school, maintain a list of the number of verified acts of bullying in the school, make such list available for public inspection, and annually report that number to the Department of Education in such manner as is prescribed by the Commissioner of Education.
12. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetuated bullying incidents by the same individual. Such interventions may include both counseling and discipline.
13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying.
14. Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying.
15. Require the school Principal, or his/her designee, to notify Ledyard Police when the Principal, or his/her designee, believes that any acts of bullying constitute criminal conduct.
16. Require that, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the District's Safe School Climate Plan.
17. Require that all school employees annually complete training on (1) the prevention of and response to youth suicide, and (2) the identification and prevention of and response to bullying. This training should specifically cover District-wide and school-specific procedures regarding these topics. Additionally, all school employees shall complete the annual training provided by the Department of Education on these topics.

Prevention and Intervention Strategy

Each school shall implement a prevention and intervention strategy for school employees to deal with bullying and teen dating violence that may include, but is not limited to:

1. Implementation of a positive behavioral intervention and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.
2. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence is likely to occur.
4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, his/her parents/guardians and school employees, and interventions with the bullied child, his/her parents/guardians and school staff.
6. School-wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, trainings

and individual interventions.

9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal, or philanthropic sources. For the purposes of this policy, “interventions with the bullied child,” includes referrals to a school counselor, psychologist, or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.

District Safe School Climate Coordinator

The Board appoints the Assistant Superintendent as the District Safe School Climate Coordinator who shall:

- Be responsible for implementing the District’s Safe School Climate Plan;
- Collaborate with the Safe School Climate Specialists from each school, the Board and the Superintendent to prevent, identify and respond to bullying and teen dating violence in Ledyard Public Schools;
- Provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying and teen dating violence; and
- Meet with the Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying and teen dating violence in the District and to make recommendations concerning amendments to the District’s Safe School Climate Plan.

Safe School Climate Specialists

The Principal of each school, or his/her designee as approved by the Superintendent, shall serve as the Safe School Climate Specialist and shall:

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

Safe School Climate Committees	
Ledyard High School	Leadership Team
Ledyard Middle School	Faculty Council
GFS/JWL School	School Climate Team
Gallup Hill School	Faculty Council
Ledyard Center School	Climate & Anti-Bullying Committee

Elementary Process to Report Acts of Bullying

Students – Depending on their age, students may report bullying by making:

1. An oral report to the principal or a school employee;
2. An email to the principal or a school employee; or
3. A written report to the principal or a school employee. The written report may be made anonymously; students may leave a note in the principal's or a school employee's mailbox.

Parents – Parents may report bullying by making:

1. An oral report in person or via a phone call to the principal or a school employee;
2. An email to the principal or a school employee; or
3. A written report to the principal or a school employee. The written report may be made anonymously; parents may leave a note in the principal's or a school employee's mailbox.

Gallup Hill School

School Climate Specialist: Principal

Respect for others and respect for self is a daily lesson for our students. Focused instruction on positive behavior traits is the cornerstone of building and maintaining a positive school climate.

Gallup Hill School teachers implement Responsive Classroom techniques and build a classroom community through daily morning meetings via our Gallup Hill School news program. A whole-school community is promoted through the establishment of common expectations for student conduct and instruction provided during our morning newscasts and our monthly whole-school meetings.

The Gallup Hill School expectations for student conduct are based on the acronym C.A.R.E.S. which stands for:

- COOPERATION – Cooperation is working together to accomplish our goals.
- ADVOCACY – Advocacy is supporting myself and others through my words and actions.
- RESPECT – Respect is treating others with understanding, kindness, and tolerance.
- EFFORT – Effort is doing my best each and every day.
- SELF-CONTROL – Self-control is choosing to control my actions.

Students at Gallup Hill School are taught and expected to follow C.A.R.E.S. expectations every day. This helps all our students have success in their social relationships with peers and adults, as well as their academics. Students, teachers, and parents are asked to sign a pledge showing their commitment to C.A.R.E.S. at the beginning of each school year. Our morning newscasts and our monthly whole-school morning meetings emphasize on an aspect of C.A.R.E.S., along with other positive character traits, each month.

The Gallup Hill School color-coded leveled behavior system exists to remind students to always work to exhibit positive behavior. This system also helps us to point out inappropriate behavior, when it occurs, and have reflective discussions with our students as to where their behavior falls on the continuum of the leveled model. Discussions regarding inappropriate behavior follow a common framework: students identify the inappropriate behavior, attempt to determine its cause, and reflect on what they could do to avoid this reaction in the future. As a staff, we are always teaching and modeling “Blue” behavior as the goal for all. “Blue” behavior is making good choices and acting appropriately with confidence that it is the right way to act, regardless of whether there is an adult present. This model aligns with our character education model based on the Gallup Hill School C.A.R.E.S Pledge.

Curriculum materials and resources are available to classroom teachers to help with direct instruction of the components of C.A.R.E.S.

- The Connected and Respected curriculum is used (K-6) to implement social resilience lessons on a weekly basis. The program combines direct instruction of proactive strategies, role-play and corresponding mentor text, to help inform students about negative character traits and teach them how to “stand up” to negative impulses by relying on their positive character traits.
- Within each grade level, students are taught positive social behaviors through the use of various mentor text. Examples are: *Chester and the Big Bad Bully*, *Hooway for Wodney Wat*, *One, Stand Tall Molly Lou Mellon*, *Chrysanthemum*, *How Full is Your Bucket?*, *Billy Bully and How to Handle a Bully*, *The Recess Queen*, *What are you so Grumpy About?*, *When Sophie Gets Angry-Really, Really Angry*.
- Grade 5 is instructed in the D.A.R.E. Program which focuses on student advocacy and resisting peer pressure regarding substance abuse.
- Grade 6 teaches a *Healthful Relationships Unit* which includes lessons on cyberbullying and how students can protect themselves from the dangers of social media.
- The following Special Education Resources are available for staff and parents: *How to Stop Bullying and Social Aggression*, *Cultivating Kindness in School*, *Lively Lessons for Classroom Sessions*, *All about Boundaries*, *I Didn't Know I Was a Bully*, *Asperger's Syndrome and Bullying*, and *No More Meltdowns*.

Gallup Hill School adheres strictly to all laws and responsibilities related to stopping bullying at Connecticut schools. In accordance with and in addition to that law:

- Gallup Hill School maintains a School Climate Team in unison with our Faculty Council. The committee members consist of: the principal, teachers, and a parent representative. During monthly meetings, the team reviews our school climate and related data that include discipline and bullying referrals. If patterns are evident; the Faculty Council develops an action plan to address the identified area of concern.
- Class lessons are provided at the beginning of each school year defining the conditions which lead to bullying, how to recognize bullying, and how each student has a responsibility to eradicate and report bullying as an active bystander.
- All students and parents are informed of the school procedures and consequences associated with bullying.
- All staff members are informed of the law and its implementation in accordance with Ledyard Board of Education policy.

When students struggle socially and emotionally, several programs are in place to provide support.

- The physical education (PE) teacher includes team building exercises and skills practice during weekly PE instruction. The PE teacher facilitates grades 1-6 recess 4 days a week to monitor application of strategies taught and provides additional social and emotional coaching to students who require support.
- Ledyard Youth Services supports our students through Lunch Bunch Groups focusing on making friends and developing appropriate social interactions; they also provide individual support as needed.
- Therapy Dogs and their handlers work with individual students, visit classrooms, and can be used as a reward for students working toward specific goals.
- A school Mentor Program consisting of certified staff members provides identified students an additional positive adult relationship within the school. Mentors meet with student mentees at a regularly scheduled time throughout the school year. Typically, this meeting takes place during lunchtime. Often mentors/mentees relationships remain consistent as students progress through grade levels. Parent permission is required for participation.

Gallup Hill School supports several events and activities designed to improve the overall climate of the school. These include an active Student Council comprised of elected 5th and 6th grade students, parent volunteers, and a teacher facilitator. The Student Council helps to organize events that support our Weekend Backpack Program. Food donations are collected throughout the year during whole-school meetings, PTO family nights, and from community organizations. This food is used to fill weekend backpacks; these packs go home with students on Friday afternoon and are returned on Monday morning. The Student Council helps maintain our school gardens and uses the harvest from our vegetable garden to supplement our annual Summer Reading Picnic. PTO sponsored events such as the Pumpkin Ball, Winter Wonderland, Game Nights, and our annual Celebration of Art and Science Days promote positive student-parent-school community. Other events, such as our annual Field Day and the Grade 6 Students vs. Faculty Basketball Game, are used to practice and model teamwork and positive competition.

Gales Ferry/Juliet Long School

School Climate Specialist: Principal

Our main focus is helping students build a strong character. We use the Connected and Respected program to help students learn and apply important skills. Monthly All School Meetings serve as a time to gather to share new learning and focus on specific character traits. All members of the learning community strive to be empathetic and inclusive.

Classroom teachers use Responsive Classroom techniques to build a sense of community and help each student develop a strong sense of self. From day one, students play an active role in developing classroom rules and establishing appropriate consequences. Class meetings serve as a time for teachers and students to model and discuss appropriate behaviors as well as problem solve issues that arise. Classroom teachers use mentor texts to spark rich discussions about decisions we all face on a regular basis.

Our goal is to help students make good choices and take ownership of their actions. We want all students to do the right thing because it is the right thing to do. Every staff member uses a levels of behavior chart to ensure constant language throughout the learning community. Students use the levels of behavior to “label” their actions and articulate their thinking. They are taught how to use “I” messages to share feelings and handle situations. Large, dangerous, or scary problems are immediately reported to an adult.

Students are recognized for making good choices. They can earn a Colonel Compliment when they are “caught” doing the right thing. These compliments are stored in a special jar in the office. One student is selected from the compliment jar each day and receives a small prize and has his/her name read over the morning announcements.

The Second Step and Zones of Regulation programs, used by the school psychologist, teach children empathy skills, impulse control, and anger management skills. The school psychologist also visits classrooms to conduct group character education lessons. Ideas from Michelle Garcia Winner’s Social Thinking that help students improve their perspective taking and social interactions serve as a wonderful springboard for class discussions. The school psychologist also facilitates lunch bunch groups to address specific issues and challenges students face.

To build upon what is done in the classrooms to promote a positive school climate, we involve parents and the community as much as possible. Parent volunteers are welcome and encouraged to give of their time and talents. We encourage students and their families to participate in community service projects and school sponsored events. The school is fortunate to house the Jaret Kulmann Food Locker,

which allows students and their families to collect food items and toiletries to give back to the community. A weekly backpack program has served many needy families. Students with special needs use the food locker as a pre-vocational opportunity in collaboration with their classroom peers. Several classrooms participate in grants which provide them the opportunity to pair with students from a different socio-economic population. Many classes pair up with another grade level class in order to help students make connections and build friendships.

When students struggle socially and emotionally, we have several programs that provide support. Staff members who supervise the playground are trained to help students handle difficult situations that sometimes arise. These staff members monitor student behavior, provide students with breaks when necessary, and work with students on the playground to ensure that everyone is included in games. Our buddy benches also help students spot a peer who needs a friend. We have several therapy dogs who visit the schools on a weekly basis. These dogs and their handlers work with individual students, visit classrooms, and often serve as a reward for students working toward a specific goal. The D.A.R.E. program offers fifth grade students the chance to work closely with a youth officer to learn about the dangers of drug use and the challenges they will face with peer pressure. Ledyard Youth Services also works with students on site as needed.

The School Climate/Safety Committee meets monthly to review discipline data. If patterns are evident, the committee develops an action plan to address the identified area of concern. We often host parent-child activity nights to help strengthen relationships between parent and child, as well as build connections to other families in the community.

Ledyard Center School

School Climate Specialist: Principal

Ledyard Center School addresses positive school climate through its educational program. The Responsive Classroom is an approach to teaching and learning that fosters safe, rigorous, and positive experiences in the classrooms. Many classrooms adhere to the fundamentals of this approach. To accomplish this, Ledyard Center School holds daily Morning Meetings, delivers school-wide morning announcements, uses buddy classrooms, and demonstrates levels of classroom democracy and student choice whenever possible.

School-wide positive behavioral interventions are evidence-based frameworks for developing positive behavior which creates a positive climate for learning. Continual teaching, modeling, and reinforcing of positive behavior are implemented to reduce discipline problems and promote a climate of greater productivity, safety, and learning. To achieve this school wide, Ledyard Center School has developed a school-wide theme publicly identified as LCS has H.E.A.R.T.

H.E.A.R.T= Helpful, Effort, Acceptance, Respect, Thoughtful

Our school theme was created and selected by our Ledyard Center School community. It promotes character trait expectations that are celebrated at our All School Meetings and in the classrooms during Morning Meetings. The H.E.A.R.T. theme utilizes guest speakers, student performances, character education in the classroom, school-wide behavioral expectations and positive behavioral response practices.

The H.E.A.R.T. traits are recognized and awarded through acknowledgements at our all-school meetings, and in the hallways as students work towards filling the large hearts with individual paper hearts. When students demonstrate one of the characteristics of H.E.A.R.T, they can receive a paper heart their name to add to the wall.

Creating a culture of kindness has significantly decreased the number of behavior referrals to the office this year. However, there are times where students do visit the office for disciplinary matters. The Board of Education approved elementary discipline policy, found in the Student handbook, outlines logical consequences for discipline issues. Consistency in both expectations and consequences around discipline maintains a safe and orderly environment.

Lastly, Ledyard Center School designates a Safe Haven room where students who need to de-escalate from a situation can go to do so. Staffed by a trained Safe Haven paraprofessional, this space is quiet and calm, allowing students to simply take a break and regroup. Our school psychologist serves students who are in need of a more significant intervention.

Climate and Anti-Bullying Committee

The committee is comprised of the School Climate Coordinator (the principal or the designee), school staff and a parent representative. The committee meets periodically throughout the year and will meet Connecticut bullying legislation requirements. The committee analyzes student, faculty, staff and parent surveys to make informed decisions regarding the climate of the school. Additionally, the committee reviews bullying data keeping a close eye on emerging patterns or concerns.

Middle School Process to Report Acts of Bullying

Anyone (students, parents, staff, other concerned parties) should report bullying directly to the principal or an assistant principal, but there are a number of options when choosing how to report. Reports may be oral, in the form of email, or through a formal, written report. Reporting anonymously is possible by mailing or placing a written report directly in the mailbox of the principal. It should be noted that anonymous reporting, while perfectly acceptable, may make the subsequent investigation a bit more difficult. Nonetheless, any form of reporting bullying is far better than choosing not to do so. Complainants will be assisted, as necessary, in submitting the district bullying reporting form.

At Ledyard Middle School we are committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. This learning community is obligated to cultivate this positive and supportive school climate through: a common vision by all stakeholders, open lines of communication, positive youth development, effective teaching and learning practices, and a growth mind set for programmatic school climate improvement practices.

Anti-bullying Strategies/Activities:

- Transitioning to Middle School – At the beginning of the school year, our school counselors meet with all students on various topics on bullying, cyber-bullying, and sexual harassment and our school rules and expectations. Our counselors will visit the classrooms to explain what depicts bullying, cyber-bullying, and sexual harassment and how students can safely seek out support for themselves or their peers.
- Bullying Prevention – Students will participate in an evidence-based approach, program or process that is designed to ensure a positive school climate and prevent bullying. All Students will be made aware of school rules prohibiting bullying, cyber-bullying, and harassment. LMS will adhere to our bullying and disciplinary policies when determining appropriate consequences. Proper documentation and records keeping of verified acts of bullying will be maintained.
- How to Report Bullying – Students and/or parents may make verbal or written reports of suspected bullying behavior, and students are permitted to anonymously report acts of bullying to school employees. Reporting forms are available online and in the main office and school counselor’s office and in the nurse’s room of the school. Any report of suspected bullying behavior will be promptly reviewed by the Safe School Climate Specialist. If acts of bullying are verified, the school will take prompt, corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. School Counselors and administration process with the bully and bullied. In responding to cases of bullying we are sure to process with all parties involved. During this time we work to help students learn from the situation and equip the students with the strategies to appropriately react to a similar situation in the future.
- Staff Training and A Common Vision – Yearly, provide all certified school employees training on the prevention, identification and response to bullying and the prevention of and response to youth suicide via in-service training. Agree on common vision with our anti-bullying practices, school behavioral priorities and on what a positive school climate looks and feels like.
- The monthly classroom school counselor lessons on tolerance and anti-bullying strategies – Our guidance counselors coordinate with the classroom teachers to spend the day in their classes and facilitate guidance lessons to the students. The Second Step curriculum is the curriculum used to plan their monthly lessons. This curriculum covers topics such as:
 1. Effective communication and empathy skills
 2. Respectful disagreement
 3. Problem solving
 4. Bullying/cyber bullying/sexual harassment prevention
 5. Anger and strategies for controlling emotions
 6. Stress and how to appropriately cope with stress, and
 7. Internet safety
- School counselor conferences – School counselors meet with students individually to process situations as needed. These meetings are carried out separately with the bullied and the bully. Parents are often included in these meetings or are contacted and kept informed through the process. This is where important learning takes place and provides the students with better tools to react or make better choices in these types of situations in the future.
- Student Support Data Team – Generates strategies for at risk academic and behavioral students. Our SSDT team meets weekly to discuss, plan for and implement strategies to support at risk students. Strategies include in class differentiation (Tier I) along with Tier

II and Tier III recommendations.

- Parent Education – Open House, our LMS CHARGE Website, and Parent Information Meetings – Parent education about bullying and promotion of parent and stakeholder involvement, participation, and feedback with regard to bullying prevention will be made available throughout the school year during designated meetings and through postings on the school website/newsletter.

Positive School Climate Strategies/Activities:

- Positive Behavioral Interventions and Support (PBIS) – LMS will integrate PBIS strategies into school-wide climate plan. PBIS is a proactive strategy for defining, teaching and supporting student behavior resulting in academic and social gains and a positive school environment. These will include, but are not limited to: School-wide monthly recognitions, classroom PBIS incentives, and creating individual systems of support through targeted behavior plans, as needed. PowerSchool is utilized as our school’s discipline management and behavioral data collecting and reporting tool.
- Student Leadership Group – Student leaders are coached on supporting their peers in academic and social settings to further promote a positive school environment for all members of the LMS community. These students work in a mentoring role and with their peers as a whole to promote tolerance for all students.
- Special Olympics Project Unify – In 2012 LMS initiated its Unified Sports program, Project Unify. Special Olympics Project UNIFY acts as an education and sports based strategy powered by our own Ledyard Middle School Leadership Group and our special education population. Both youth groups volunteer to participate in this statewide interscholastic athletic community that increases teamwork and leadership opportunities, while promoting social and civic responsibilities, for students with and without intellectual disabilities, while creating communities of acceptance for all.
- Assessment of School Climate/School Climate Surveys – Each Spring, a safe school climate survey is offered to the students, teachers and families. Based on the information and data that is collected, building improvement plans and individual professional growth goals are set by school administration and certified staff.
- Safe School Climate Committee – This committee is comprised of staff, administration, and a parent. The mission of this committee is to be proactive in building on a positive school climate for all members of the LMS community.
- CHARGE Honor Assemblies – At the conclusion of each quarter we hold an awards ceremony to celebrate our students’ successes from the quarter. We hand out certificates for the different levels of honors and we also distribute the Positive CHARGE awards. Awards are given to the students teachers feel best demonstrated these characteristics.
- School Safe School Climate Theme – We Take CHARGE of Our Learning, Actions, and Success is our Safe School Climate Theme at LMS. We refer to taking CHARGE continuously throughout the year in addition to giving Positive CHARGE Awards at our quarterly CHARGE Honor Assemblies.
- School rule: Be Respectful; Be Safe –This is our consistent rule from the day students walk into LMS. We are proactive with this rule and incorporate it into our monthly school counselor lessons and CHARGE Block Lessons. Also while processing issues with students we always refer back to our school rule, and any staff member is able to acknowledge random acts of kindness by issuing a “CHARGE” card. The student turns this into the office and the student is presented with a certificate during homeroom.
- Advisory Program – The CHARGE Block is our bi-weekly student advisory program. The program is designed to foster relationships between the students and a supportive adult within the school community. Lessons are created and provided to the teachers by the Safe School Climate Committee. The lessons are designed in conjunction with our monthly school themes:

The Ledyard Middle School Monthly CHARGE Climate Themes:

Months	CHARGE THEMES
August/September	Community
October	Respect
November	Responsibility
December	“Pay It Forward”
January	Courage
February	Diversity
March	School-Spirit
April	Integrity
May	Leadership - “Take CHARGE”
June	Reflect and Celebrate

- Faculty Council – A representation of LMS faculty that plans, practices, and support students, teachers and families learn about and plan for barriers in student learning. This group ensures that our infrastructure, building schedule, building capacity, and students are prepared to meet the challenges of the initiatives in public secondary education.

- School to Home Communication – The LMS website, School Messenger phone calls, the student and parent PowerSchool portals and Twitter posts act as an effective communication tool for our students and families.
- School counselors and school psychologist run student lunch groups – Based on student surveys, our guidance assesses the need among their students and then creates groups to help support these needs.
- School dances – All students that are in good standing with behavior are able to attend our dances. We have a dance every couple of months and our students really enjoy them.
- Student Council – Our student council meets twice a month and they are very active in supporting or creating fundraisers or activities that support our Ledyard community along with our LMS community.
- Ledyard Youth Services – Counselors from LYS come to LMS and work individually with our more emotional at-risk students.
- Spirit Week – School spirit activities throughout the week. Each day represents a different activity; however, each activity is planned around a cooperative, team building approach.
- Adventure Days – Our PE teachers incorporate collaborative, team building activities in their classes to stress teamwork and cooperation.
- Department and grade level meetings – To discuss strategies and or improve academic and social concerns/successes. These meeting times are provided as a time to collaborate around strategies to help all students succeed.
- Student Study Center – A safe place for students to take a time out to regroup. We have a Safe Haven aide that works to process the situation as well as complete the work the student is missing while in the SSC. We also use this program to help students with organization, work completion as well as our after school homework help program.
- School counselor conferences – School counselors meet with students individually to process situations as needed. These meetings carried out separately with the bullied and the bully. Parents are many times included in these meetings or are contacted and kept informed through the process. This is where important learning takes place to help students better react or make better choices in these types of situations in the future.
- Naviance – A program that helps students stay focused on their self-generated academic, social and career goals. These Student Success Plans will guide student all the way through graduation. Our school counselors work with students monthly as they navigate their way through the year in conjunction with their SSP. Parents are provided access to students’ SSP’s as well.
- Incoming 7th grade visit – Our incoming seventh grade comes and visits to participate in group activities to help ease the transition into middle school and let them know we’re a safe and comfortable school. This helps lessen anxiety come the end of summer as they enter LMS.
- Health curriculum – Self-concept and peer interaction. Our health teacher teaches strategies to improve one’s outlook on themselves as well as their social interactions with peers.
- Student Support Data Team – Generates strategies for at risk academic and behavioral students. Our SSDT team meets weekly to discuss, plan for and implement strategies to support at risk students. Strategies include in class differentiation (Tier I) along with Tier II and Tier III recommendations.
- Enrichment and 21st Century Classes – New programs that provide students with choice of pursuing their interests and/or applying new learning and innovation skills to prepare them for a more complex life and work environments in the 21st Century. A focus on the “whole-child” through choice, creativity, critical thinking, communication and collaboration and information access and technology skills is essential to prepare students for the future.
- Monthly classroom school counselor lessons on tolerance and anti-bullying strategies – Our school counselor department schedules time in the classrooms with all of the students to facilitate these lessons. The Second Step curriculum is the curriculum used to plan their monthly lessons. This curriculum covers topic such as:
 1. Effective communication and empathy skills
 2. Respectful disagreement
 3. Problem solving
 4. Bullying, cyber-bullying, sexual harassment prevention
 5. Anger and strategies for controlling emotions
 6. Stress and how to appropriately cope with stress
 7. Internet safety
 8. School counselors and administration process with the bully and bullied. In responding to cases of bullying we are sure to process with all parties involved. During this time we work to help students learn from the situation and equip the students with the strategies to appropriately react to a similar situation in the future.

High School Process to Report Acts of Bullying

Anyone (students, parents, staff, or other concerned parties) should report bullying directly to the principal or an assistant principal, but there are a number of options when choosing how to report. Reports may be oral, in the form of email, or through a formal, written report. Reporting anonymously is possible by mailing or placing a written report directly in the mailbox of the principal. It should be noted that anonymous reporting, while perfectly acceptable, may make the subsequent investigation a bit more difficult. Nonetheless, any form of reporting bullying is far better than choosing not to do so. Complainants will be assisted, as necessary, in submitting the district bullying reporting form.

Ledyard High School makes every effort to maintain a positive and safe school climate and to instill in our students the qualities of our Civic and Social Expectations. They read as follows:

Students and graduates of Ledyard High School will:

1. Demonstrate citizenship, integrity, and respect for self and others.
2. Contribute to a safe and supportive learning environment.
3. Demonstrate independence and self-reliance.

Accordingly, Ledyard High School adheres strictly to all laws and responsibilities related to stopping bullying at Connecticut schools. In accordance with and in addition to that law:

- Ledyard High School maintains a Climate Team consisting of all building administrators, our director of guidance, the special education coordinator, all Interdisciplinary Leaders (department heads), our director of agricultural sciences and technology, and our school librarian. During meetings, the team discusses our perceptions of school climate and related data, such as survey results, school discipline and bullying numbers.
- Ledyard High School administration conduct monthly Parent Advisory Council meetings, at which we engage parents in discussions on all aspects of school climate and other issues.
- At introductory student assemblies, held each year, the Principal reviews the laws and consequences associated with bullying, the definition of bullying, the conditions which can lead to bullying, ways to recognize bullying, the means to report bullying, and how every person can meet his or her responsibility for stopping bullying.
- During sophomore CAPT testing, an extended advisory lesson is presented to all freshmen, allowing them to work in small groups to explore their own opinions and experiences around bullying and then to write a “kindness manifesto” as a group.
- Teacher Professional Development time is used to ensure complete understanding by staff of the law and its proper implementation in accordance with Ledyard Board of Education policy. Teachers are reminded of proper reporting protocols and timelines.
- The LHS Health class is a requirement of all students. Its curriculum deals extensively with issues related to self-image, healthy choices, and developing respect through understanding psychological and physiological differences inherent in the make-up of peers and other human beings.
- The comprehensive guidance curriculum includes a “Peer Relations” lesson for freshmen.
- The English 9 curriculum uses a series of articles about bullying to teach the various structures of informational text and then links those articles to William Golding’s Lord of the Flies in the following unit.

Other actions and events which contribute to a positive school climate include:

- Blue and White Day (fall and spring) – an all-school assembly in the gymnasium designed to establish community, emphasize unity, and herald the accomplishments of students
- Spirit Week – a friendly, creative competition among graduating classes culminating in a school spirit pep rally and our Homecoming Dance
- Front showcase displays of student work, including artwork, student writing and photography, pre-engineering and calculus projects, and handcrafted creations from our metals and woods students
- Hallway showcase and bulletin board displays of student work, particularly of visual art work in the 200s and 600s hallways, both of which have been converted in “galleries,” through which student work is rotated.
- Maintenance of main hallway bulletin boards that recognize:
 1. Student leaders
 2. Athletic accomplishments
 3. Class officers and upcoming events by class
 4. Twitter contributions from Ledyard students, clubs, and staff
 5. Spotlight on a different aspect of the school each month

- Quarterly posting of honor roll lists
- Daily announcements of birthday wishes and noteworthy student achievements whenever appropriate
- Ongoing slideshow display on the three large TVs (in the foyer and cafeteria), showcasing student accomplishments and upcoming student events
- Administration, guidance, and agri-science led spring and summer orientations for all incoming students
- Administrative practice of greeting arriving students every morning, both outside and in our front lobby
- An annual College Fair which brings representatives from over one hundred colleges to our school and leads hundreds of our students and their parents to visit and gather information on a variety of schools and other career options
- An annual Career Day which brings representatives from nearly one hundred professions so that students can have a series of twenty-minute meetings which explore in detail careers which may be of interest to them

LHS sponsors student organizations which contribute to creating a positive school climate. These include:

- Gay/Straight Alliance: this group meets regularly during Activity Period and promotes tolerance and support for and among all students. The members of this organization and their faculty advisor also attend the annual True Colors Conference.
- More than Words: this group is a collaboration of students and faculty from the Mashantucket Pequot Tribal Nation, Ledyard High School, New London High School, and Robert E. Fitch High School. Nearly 40 students and 10 adults, including administrators, participate in each meeting. Meetings function as discussion seminars, and group members focus on diversity. Most recently, More Than Words members have delivered two very successful outreach lessons at the elementary and middle school levels.
- Peer Mediation: over 20 students, selected through an interview process, receive training for the purpose of providing student-led opportunities to resolve many issues which lead to negativity. These interventions have proven to be highly effective at resolving differences and teaching students how to manage differences before they become heated issues.
- National Honor Society: this group conducts “coffeehouses” for student performances, holiday food and toy drives, and academic tutoring for all student peers who request it.
- Student Congress: this group holds student recreational activities such as dances, coordinates Spirit Week and the Homecoming Dance, and collaborates with the American Red Cross to organize two blood drives a year.

LHS provides the forum for student events or student-centered displays, which contribute to creating a positive school climate. These include:

- Regular fundraising activities, such as dodgeball, three-on-three basketball, a 5k road race, and pickle ball and badminton tournaments to raise money for scholarships.
- In-house leadership training for athletes. These training sessions emphasize qualities necessary to bring about positive change in both athletic teams and beyond.
- Maintenance of bulletin boards around the building, heralding the music student of the month, the efforts of the Ocean Bowl team, the topics of Agri-Science senior projects, etc.
- Honors assemblies, which recognize student achievement in academics and many other areas in which our students are involved.
- Assemblies which bring in military veterans, Holocaust survivors, poets, drug and alcohol awareness professionals, filmmakers, financial advisors, and others, which engage students by appealing to their interests and level of physical and mental development.
- Assemblies which feature performances by our highly enrolled choral and instrumental groups, affording students within those groups the opportunity to demonstrate their talents before an audience of their peers.
- Floral, landscape, and fish tank displays set up and maintained by our agricultural sciences and technology students, affording students within agriscience the opportunity to demonstrate their talents in a broader school context.
- The opportunity for art students to make a lasting impression by creating decorative murals around the school on unifying themes.

District Procedures

Each school has a process whereby students report acts of bullying to any school employee. That process is announced and posted throughout the year. See Plans above.

School employees who witness acts of bullying or receive reports of bullying are required to orally notify the principal or their designee no later than one school day after the school employee witnesses or receives a report of bullying, and to file a written report no later than two school days after making the oral report.

District Investigation Process

1. The principal or designee will investigate all reports of bullying and ensure that the investigation is completed promptly after receipt of any written reports. The student who has made a report of bullying and his/her parent or guardian will be provided with the Ledyard Public Schools Board of Education Policy on Bullying and the Ledyard District Safe School Climate Plan.
2. The principal/designee will review anonymous reports, except no consequences will be taken based solely on an anonymous report.
3. The principal/designee will assess whether there is a need to take interim steps to prevent further allegations of bullying or retaliation during the investigation.

4. The principal/designee will remind all parties that retaliation and discrimination against an individual who reports or assists in an investigation of an act of bullying is prohibited.
5. At all times the principal/designee will be mindful of the requirement of confidentiality of education records.
6. If the allegations of bullying involve acts that may also constitute unlawful harassment based upon a student's race, color, national origin, sex, disability, religion, sexual orientation, or gender identity or expression, the investigator will immediately notify the District's Civil Rights Coordinator, the Assistant Superintendent of Schools.
7. After a prompt investigation, the principal or designee should ascertain whether the alleged conduct occurred and whether such conduct constitutes bullying as defined by Board of Education policy.

District Response To Verified Acts of Bullying

1. The principal/ designee will take prompt corrective action that is reasonably calculated to stop the bullying and prevent further recurrence of such behavior.
2. Parents or guardians of students who commit any verified acts of bullying will be notified by the principal or their designee.
3. Parents or guardians of students against whom bullying acts were directed will be notified not later than 48 hours after the completion of the investigation.
4. Each principal/designee is required to invite the parents or guardians of the student who commits any verified act of bullying to a meeting with the principal.
5. Each principal/designee is required to invite the parents or guardians of the student against whom such act was directed and to communicate to the parents/guardians the measures being taken by the school to ensure the safety of the student and to further discuss how the school will reasonably attempt to prevent further acts of bullying.
6. Case by case interventions shall be developed to address repeated incidents of bullying against individual or recurrently perpetrated bullying incidents by the same individual that may include counseling and discipline.
7. As part of the disciplinary and remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reprimand, reassignment, transfer, suspension, termination, or expulsion.
8. The principal or his/her designee shall notify the appropriate local law enforcement agency when such principal or designee believes that any acts of bullying constitute criminal conduct.

District Documentation and Record Keeping

1. Principals will maintain records and data related to reports of bullying and investigations of bullying in their schools.
2. The principal will report data to the Assistant Superintendent of Schools in December and at the end of June.

District Periodic Assessment of School Climate

1. The Assistant Superintendent will oversee a school-by-school climate survey. The data will be reviewed by each School Climate Team in order to make revisions to the District School Climate Action Plan.
2. Each year the School Climate Team will review the District School Climate Plan with the faculty.
3. Professional development, which may include webinars, books, and case studies will be made available to faculty members.

District Notification Requirements

1. At the beginning of each school year, each principal/ designee will provide all school employees a written or electronic copy of the school district's Safe School Climate Plan.
2. Students and parents/guardians will be notified at the beginning of the year at each fall at Open House, in the School Handbook, on the School and District Websites, and in a school newsletter of the ways by which students can report incidents of bullying.
3. Principals and/or their designee will provide students with the definition of bullying, cyberbullying and the potential consequences of engaging in such acts in the School Handbook.

4. The district School Climate Plan will be available on the District and School websites and in all school handbooks.

BoE Approval December 2011
Updated by Administrators June 2017

**Ledyard Public Schools
Bullying Complainant Reporting Form**

Student Name: _____ Grade _____
School: _____ Teacher _____
Telephone: _____
Date of Complaint: _____
Complaint Filed Against (Name) _____

Description of complaint: (Please include location(s) of event(s) time(s), frequency of offense(s), and specific details of the action or actions that constitute bullying.)

Witnesses (If applicable)

Name: _____ Telephone # _____
Address: _____

Name: _____ Telephone # _____
Address: _____

Complainant's Signature _____ Date _____

Relationship if other than student _____

School Official: _____ Date _____

Forms can be found in the Health Office, School Psychologist Office, Guidance Counselor's Office, and on School and District Websites.

5141.3--Immunizations, Health Assessments, and Health Screening Policy

Immunizations

Proof of adequate immunization against Diphtheria, Pertussis, Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hemophilus influenzae type B (HiB), Hepatitis B, Varicella, and any other vaccine required by the childhood immunization schedule adopted pursuant to state law shall be required prior to enrollment in the Ledyard Public School System. All students enrolled in the Ledyard Public School System shall provide proof of adequate immunization as required by the childhood immunization schedule adopted pursuant to state law.

Any child who meets the following criteria shall be exempt from the appropriate provisions of this policy:

1. Presents a certificate from a physician or a local health agency stating that initial immunizations have been administered to such child during the month prior to attendance and additional immunizations are in process under the guidelines and schedules specified by the Commissioner of Public Health; or

2. Presents a certificate from a physician licensed in the United States stating that, in the opinion of such physician, such immunization is medically contraindicated because of the physical condition of such child. A medically contraindicated immunization is one that is not in the

best health interest of the child in accordance with (1) the then current recommendation of the United States Public Health Service Advisory Committee on Immunization Practices, Center for Disease Control, or American Academy of Pediatrics Committee on Infectious Diseases; or (2) has written approval of the Commissioner of Health Services for any case not resolvable by reference to the recommendations specified in (1).

1. A student for whom a medical contraindication has been determined to be of a permanent nature requires no further review.
2. A student for whom a medical contraindication has been determined to be of a temporary nature shall be reviewed by a professional at least annually in order to determine that the contraindication continues to exist; or
3. Presents an exemption form signed by the parents or guardian of the student that such immunization would be contrary to the religious beliefs of that student; or
4. In the case of measles, mumps or rubella, presents a certificate from a physician or from the director of health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. In the case of Measles, Mumps, Rubella, Varicella, Hepatitis B has had protection against confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory; or
6. In the case of Varicella, on or after August 1, 2011, is enrolled in preschool or kindergarten and has a written statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating that the individual has already had varicella based on diagnosis of varicella or verification of history of varicella according to the most recent standards of care for immunizations in Connecticut as prescribed in section 19a-7f of the Connecticut General Statutes; or has a written statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating that the individual has a history of herpes zoster; or is enrolled in seventh grade on or after August 1, 2011 and has a written statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating that the individual has already had varicella based on family or medical history.
7. In the case of *Hemophilus influenzae* Type B has passed his/her fifth birthday If the parents or guardian of any child are unable to pay for required immunizations, the expense of such immunizations shall, on the recommendation of the board of education, be paid by the town.

Students failing to meet the above requirements shall not be allowed to attend school.

Health Assessment

Prior to entry into school for the first time, students shall have a complete health assessment by a legally qualified physician, advanced practice registered nurse, physician's assistant, or registered nurse who is dually qualified to perform pediatric assessments working in collaboration with a licensed physician or the school medical advisor. Each such professional performing health assessments and screenings shall sign each form, and any recommendations concerning the pupil shall be in writing.

Complete health assessments are also required for students enrolled in either grade 6 or 7, in either grade 10 or 11, and for those Ledyard students who are placed out of the school district during the year by the school district. Parents shall be notified, in writing, of the requirements of a health assessment. A health assessment done within one year prior to entry into school will be accepted if it meets Connecticut state law requirements. Students entering from out of state who have proof of a health assessment meeting Connecticut's state law requirements will be accepted.

All health assessments shall include:

1. A complete physical examination which shall include hematocrit or hemoglobin tests, heights, weight, blood pressure.
2. Vision, hearing, speech, and gross dental screenings on health assessments prior to first time enrollment;
3. Vision, hearing, postural and gross dental screenings on health assessments for students enrolled in either grade 6 or grade 7, and in either grade 10 or grade 11;
4. Such other information including a health and developmental history as the professional feels is necessary and appropriate.

The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and for initial assessments, tests for lead levels in the blood, where the board of education determines after consultation with the school medical advisor and the local health department that such tests are necessary.

No student shall be required to undergo physical or medical examination or treatment if the parent or legal guardian of such student, or the student if an emancipated minor or at least 18 years of age, notifies the teacher or administrator in charge in writing that such parent, guardian or student objects, on religious grounds, to such examination or treatment.

Any student who is required to have a school health assessment and meets the financial requirements of the free and reduced price meals or for the free milk program may receive a health assessment from the school physician at no cost to the parents.

Continued attendance may be denied to any child who fails to obtain a required health assessment.

Parents or guardians of currently enrolled students, or pupils if they are emancipated minors or 18 years of age or older, who fail to meet health assessment requirements, or who fail to submit an exemption, shall be given a thirty (30) calendar day notice, in writing, prior to the effective date of school exclusion. Failure to complete required health assessment components within this thirty (30) day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the building principal. Parents of excluded students may request, in writing, an administrative hearing of a health assessment-related exclusion with five (5) days of final exclusion notice. An administrative hearing shall be conducted and decision rendered, in writing, within fifteen (15) calendar days after receipt of the request.

Health assessments and screenings shall be reviewed by the school nurse. If a student is in need of further testing or treatment, the Superintendent of Schools will give written notice to the parent or guardian and will make reasonable efforts to assure that such further testing or treatment is provided. Such reasonable efforts shall include a determination of whether the parent or guardian has obtained the necessary testing or treatment, and, if not, advising the parent or guardian on how such testing or treatment may be obtained.

Additional health information or an updated physical may be required if a student's health status has significantly changed or if there are known health concerns.

The results of each health assessment shall be recorded on forms supplied by the State Board of Education. Such information shall be included in the cumulative health record of each pupil and shall be kept on file in the school such pupil attends. If a pupil permanently leaves the Ledyard Public School System, the pupil's original cumulative health record shall be sent to the chief administrative officer of the school district to which such student moves. The Ledyard Public School System shall retain a true copy.

Health Screenings

Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6, 9
Audiometric Screening	Grades K-3, 5, 8
Postural Screening	Grades 5-9

The Ledyard Public School System shall provide these screenings to students at no cost to parents. Parents shall be provided an annual written notification of screenings to be conducted. Parents wishing to have these screenings conducted by their private physician shall be required to report screening results to the school nurse.

The Superintendent of Schools shall give written notice to the parent or guardian of each student found to have any defect of vision, disease of the eyes, impairment or defect of hearing or postural problem and a brief statement describing such defect, disease, impairment and/or evidence of such postural problem.

No student shall be required to undergo health screenings if the parent or legal guardian of such student, or the student if an emancipated minor or at least 18 years of age, notifies the teacher or administrator in charge in writing that such parent, guardian or student objects, on religious grounds, to such health screenings.

Policy revised: May 6, 2015

Policy 5141.4—Students—Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but are not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after thereporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandatedreporter shall inform the building principal or his/her designee that he/she will be making such a report. Notlater than forty-eight hours of making the oral report, the mandated reporter shall file a written report withthe Commissioner of Children and Families or his/her designee. (The Department of Children and Familieshas established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of makingsuch oral reports.)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/herparents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4)the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date andtime the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injuryor injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which theinjury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s)suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons suchperson or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) anyinformation concerning any prior cases in which such person or persons have been suspected of causing aninjury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelteror otherwise assist the child.

(For purposes of this section pertaining to the required reporting, a child includes any victim under eighteenyears of age educated in a technical high school or District school. Any person who intentionally andunreasonably interferes with or prevents the making of the required report or attempts to conspire to do soshall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in thetechnical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, theDistrict may conduct its own investigation into the allegation, provided that such investigation shall notinterfere with or impede any investigation conducted by the Department of Children and Families or by a lawenforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to theSuperintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or ifthe Commissioner of Children and Families has reasonable belief that a school employee abused or neglecteda student. Not later than five (5) working days after an investigation of child abuse or neglect by a schoolemployee has been completed, DCF is required to notify the school employee and the Superintendent and theCommissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends theemployee be placed on DCF 's Child Abuse and Neglect Registry, the Superintendent shall suspend suchemployee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutoryobligations, shall provide to each employee in-service training regarding the requirements and obligations ofmandated reporters. District employees shall also participate in training offered by the Department ofChildren and Families. Each school employee is required to complete a refresher training program, not laterthan three years after completion of the initial training program and shall thereafter retake such refreshertraining course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each schoolemployee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspectedchild abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliancewith the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing thispolicy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations tocomply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that allemployees have, in fact, received the written policy and completed the required initial and refresher trainingrelated to mandated reporting of child abuse and neglect as required by law.

Establishment of the Confidential Rapid Response Team

Not later than January 1, 2016, the Board of Education shall establish a confidential rapid response team tocoordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm ofa student not enrolled in adult education by a school employee and (2) provide immediate access toinformation and individuals relevant to DCF 's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a localpolice officer, and (3) any other

person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF 's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Boards of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

- (cf. 4112.6/4212.6 - Personnel Records)
- (cf. 5141.511 - Sexual Abuse Prevention and Education Program)
- Legal Reference: Connecticut General Statutes
- 10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by PA 11-93)
- 10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by PA 11-93)
- 17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by PA 11-93)
- 17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106, PA 03-168, PA 09-242, PA 11-93 and PA 15-205)
- 17a-101a Report of abuse or neglect by mandated reports. (as amended by PA 02-106, PA 11-93 and PA 15-205)
- 17a-102 Report of danger of abuse. (as amended by PA 02-106)
- 17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.
- 10-151 Teacher Tenure Act
- P.A. 11-93 An Act Concerning the Response of School Districts and the Departments of Education and Children and Families to Reports of Child Abuse and Neglect and the Identification of Foster Children in a School District
- P.A. 14-186 An Act Concerning the Department of Children and Families and the Protection of Children.
- P.A. 15-205 An Act Protecting School Children.

Policy adopted: September 22, 2016

5141.5--Suicide Prevention/Intervention

The Board recognizes that suicide is a complex issue and that, while the school may recognize potentially suicidal youth, it cannot make clinical assessment of risk and provide in-depth counseling but must refer the youth to an appropriate place for such assessment and counseling.

Any school employee who may have knowledge of a suicide threat must follow the procedures outlined in the administrative regulations for this policy. This information must be reported to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

A planned program of education for all students about the value of a positive self image in preventing suicide, about the warning signs of potential suicide situations, and about proper procedures for attaining help in preventing suicide shall be established.

These topics will be assigned to the district's comprehensive health education curriculum.

Each school within the district shall establish and maintain a crisis intervention team to mobilize school resources and act as a planning team during the crisis.

Policy revised: November 3, 1999

5141.21--Administering Medication

The Ledyard Board of Education recognizes that allowing for the proper administration of authorized medications to individual students in the Ledyard Public Schools is an essential element of providing a healthy and safe learning environment.

Medications, including controlled drugs designated as such by the Commissioner of the Department of Consumer Protection, shall be administered only when it is not possible to achieve the desired effects by home administration during other than school hours and only upon:

1. the written order of a licensed physician, a dentist, an optometrist, an advanced practice registered nurse (APRN), or a physician assistant licensed to prescribe medicine; and
2. the written authorization of a parent or guardian of such child'

Personnel Authorized to Administer Medications--Medications shall normally be administered by the School Medical Advisor (SMA), a school nurse or, in his/her absence, any other licensed nurse approved by the SMA.

In the absence of these medical personnel, the building Principal, a teacher designated in writing by the building Principal, or a licensed physical or occupational therapist or a licensed athletic trainer employed by the Ledyard Board of Education shall be permitted to administer authorized medications upon completion of training in the safe administration of medications and subsequent approval by the SMA.

In the absence of qualified medical personnel, a coach who has been properly trained and approved by the SMA may also administer authorized medications to students participating in intramural and interscholastic athletics but only while that person is actually working in the capacity as a coach.

The SMA and a school nurse may jointly approve a plan for and provide training and general supervision to an identified school paraprofessional to administer medication, including, but not limited to, medication 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. A "cartridge injector" means an automatic pre-filled cartridge injector or similar automatic injection equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions. The approved medication administration plan also requires the written authorization of the student's parents or guardian and a written order from the student's physician, optometrist, APRN, or physician assistant licensed to prescribe medicine.

Parents or guardians shall be allowed to administer medications to their own children on school grounds or at school sponsored activities in a manner that is not disruptive to the other students and is in compliance with applicable state statutes and regulations.

No employee of the Board shall be required to administer medications unless such action is part of the employee's job description and the employee has received the necessary training and authorization.

No Board employee authorized and properly trained to administer medications under this policy and the attendant regulations shall be liable to the student or a parent or guardian of the student for civil damages for any personal injuries that result from acts or omissions, which may constitute ordinary negligence, while administering authorized medication to the student. This immunity does not apply to acts or omissions constituting gross, willful or wanton negligence.

Self-Administration of Medications by Students--Students diagnosed with asthma or an allergic condition may carry and self-administer medication, including medicine administered through the use of an asthmatic inhaler or an automatic prefilled cartridge injector or similar automatic injectable equipment, provided that:

1. a licensed physician, a dentist, an APRN, or a physician assistant licensed to prescribe medicine provides a written order for self-administration of the medication;
2. there is a written authorization for self-administration from the student's parent or guardian;
3. the school nurse has evaluated the situation and deemed it safe and appropriate; has documented this on the student's cumulative health record; and has developed a plan for general supervision of such self-medication;
4. the building administrator(s), appropriate teachers, and coaches of intramural or interscholastic athletics in which the student participates are informed that the student is self-administering prescribed medication; and
5. such medication is transported to school and maintained under the student's control in the original container.

Ledyard High School students on overnight school-sponsored trips may be allowed to self-administer medications, with the exception of controlled drugs designated as such by the Commissioner of the Department of Consumer Protection, with specific authorization by the school nurse.

Students are allowed to conduct self-testing of blood glucose levels provided the school nurse has received (1) the written authorization of the student's parents or guardian to allow self-testing and (2) the written order of the student's physician or APRN stating the need and the capability of the student to conduct such self-testing. Students approved to self-administer medication using a cartridge injector shall be allowed to carry the authorized cartridge injector while traveling in a vehicle used for school transportation.

Storage of Medications--Each school shall maintain the same records for medications stored in the school as are required of hospitals under the provisions of subsections (f) and (h) of CGS section 21a-254 and shall store such medications in the manner required by the Commissioner of the Department of Consumer Protection.

Policy Review and Revision--The Superintendent, in consultation with the SMA and the Administrative Supervisor of Ledyard Regional

Visiting Nurses Association (LRVNA), shall implement regulations in accordance with the guidance in this policy and applicable state statutes and regulations to provide for the safe administration of authorized medications to students within the Ledyard Public School system. The Ledyard Board of Education, with the advice and assistance of the SMA and the Administrative Supervisor of LRVNA, shall review and revise this policy and attendant regulations as often as necessary but at least biennially.

The SMA shall document by letter the completion of his/her review and any recommended changes. The Superintendent shall retain the documentation of the SMA's completed review for a period of ten years. The SMA shall approve any revisions to this policy or the attendant regulations for administering medications.

Revised—April 23, 2014

5141.24—Life-Threatening Allergies

Ledyard Public Schools serve students with complex medical needs, including children with life-threatening allergies. The District is committed to early identification of these students and the development of individualized health and emergency care plans for those students who have life-threatening allergies. The determination of whether or not a student's allergy is "life-threatening" shall be made jointly by the student's physician and the School Medical Advisor.

Using a collaborative process involving the student's parents/guardians, the student, the School Medical Advisor, the student's physician, the school nurse, and appropriate teachers and administrators, the District will develop an individualized plan to provide a safe educational environment for the student and will provide appropriate education and training for affected staff members. Ledyard Public Schools will follow Connecticut State Department of Education Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (2006).

Policy revised: June 24, 2009

5143—Academic Dishonesty Policy

The Ledyard Board of Education believes that honesty and integrity are essential character traits that every student should develop and exhibit in becoming a responsible citizen. Therefore, the Board prohibits all forms of academic dishonesty within Ledyard Public Schools.

"Academic dishonesty" shall, in general, mean conduct that has as its intent or effect the false representation of a student's academic performance, including, but not limited to:

- A. Cheating on an examination;
- B. Collaborating with others on an assignment to be presented as one's own work when such collaboration is contrary to the stated or written rules for that assignment;
- C. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own;
- D. Stealing or having unauthorized access to examination or course materials;
- E. Falsifying records of laboratory experiments or other data;
- F. Submitting, if contrary to the rules of the course or assignment, work previously presented in another course; and
- G. Knowingly and intentionally assisting another student in any of the previously listed prohibitions, including assisting in an arrangement whereby any work, classroom performance, examination or other academic activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Disciplinary Actions

At a minimum, a student will lose credit for an assignment/examination when it has been determined that the student intentionally violated this policy. Additional disciplinary actions may be taken up to and including suspension and expulsion based on such factors as, but not limited to, repeat violations of this policy and whether a student assisted others in violating this policy.

Policy Implementation

Each school Principal shall implement rules and procedures to carry out the requirements of this policy in a manner that is consistent and fair for all students.

The Board supports the use of automated processes, such as "Turnitin.com", to assist in dissuading students from intentionally committing plagiarism.

Teachers in all grade levels shall make their students aware of what constitutes academic dishonesty as delineated in this policy. Directions for class assignments shall be clear as to whether or not group collaboration is allowed.

Notification

This policy in conjunction with the school procedures and rules regarding academic dishonesty shall be published annually in each school's student handbooks.

Policy revised: December 17, 2008

5145.5–Sexual Harassment Policy

Sexual and Other Forms of Harassment

Sexual harassment or any other form of harassment based on protected class status (including, but not limited to race, sex, color, national origin, religion, or disability) will not be tolerated in the Ledyard School District. The Board of Education strictly forbids any form of harassment by students, personnel, individuals under contract, or volunteers subject to the control of the Board. Students who engage in harassment will be subject to discipline, up to and including expulsion.

Definitions

Sexual Harassment

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, advances or requests for sexual favors, insulting or degrading sexual remarks or conduct, threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning or creates an intimidating, hostile or offensive learning environment. Examples of sexual harassment include, but are not limited to:

- pressure for sexual activity
- repeated remarks with sexual or sexually demeaning implications
- unwelcomed or inappropriate touching
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades or academic standing

Other Forms of Harassment Based on Protected Class Status

For purposes of this policy, harassment of a student based on protected class status other than sexual harassment consists of verbal or physical conduct when the harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment; the harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or the harassing conduct otherwise adversely affects an individual's work or academic performance.

Civil Rights Officer

Questions, complaints, and other matters concerning harassment will normally be handled by the Assistant Superintendent, who is designated as the District's Civil Rights Officer. The Civil Rights Officer is responsible for ensuring compliance with federal and state law and Board policy concerning sexual and other forms of harassment. In the alternative, such questions, complaints and other matters including but not limited to investigations may be referred directly to and handled by the Superintendent or his/her designee.

Training

Each year, or more frequently if the Board deems it appropriate, students will receive training regarding sexual harassment and related matters. Such training may include a review of this regulation and procedures, discussion, films, or other activities.

Complaint Procedure

Students who believe they have been victims of sexual or other forms of harassment are encouraged to promptly report such claims. Complaints will be investigated and corrective action will be taken as appropriate. Confidentiality, both of the complainant and the accused, will be respected by all persons involved, consistent with the Board's legal obligations and the necessity to investigate the allegations. Reprisals or retaliation as a result of the reporting of charges of harassment will not be tolerated. Reporting claims of harassment will not affect a student's status, participation in extracurricular activities, grades or work assignments.

A student who believes that he/she has been subjected to behavior that could constitute sexual or other forms of harassment should, whenever possible, immediately inform the alleged harasser that his/her behavior is unwelcome and unacceptable, and that such behavior must stop immediately. It is recognized, however, that the responsibility for ending the harassment rests with the harasser, not the victim.

A student who believes that he/she has been subjected to sexual or other forms of harassment should next submit a written complaint to the Civil Rights Officer. If the Civil Rights Officer is the alleged harasser, the complaint should be forwarded directly to the Superintendent or his/her designee. Normally, complaints should be made immediately, or as soon after the act of harassment as possible. Complaint forms are available from the Civil Rights Officer, guidance office, building principal, and the Superintendent. The complaint should state the name of the complainant and the date of the complaint, the date of the alleged harassment, the name or names of the harasser or harassers, where such harassment occurred, and a statement of the circumstances constituting the alleged harassment.

Any student who makes an oral complaint of harassment to personnel will be provided a copy of this policy and a complaint form, and will be encouraged to submit a written complaint. Failure to provide a written complaint will not, however, preclude investigation and attempted remediation, if necessary, of the complaint. Copies of the complaint form and complaint procedure will be forwarded to parents of any elementary school student who makes a verbal complaint of harassment. All complaints are to be forwarded immediately to the Civil Rights

Officer unless that individual is the alleged harasser, in which case the complaint should be forwarded directly to the Superintendent or his/her designee.

Investigation

Within five (5) working days of receipt of a complaint or as soon thereafter as possible, the Civil Rights Officer, or other personnel as appropriate, shall commence an investigation. The investigation should normally include consultation with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser or harassers, any witnesses to the conduct, and any victims of similar conduct, if known. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigative process, the due process rights of the alleged harasser will be upheld.

At the conclusion of the investigation, the investigator shall provide a written report to the Superintendent, or other appropriate personnel, summarizing the results of the investigation and recommended disposition of the matter. Under normal circumstances, the Superintendent will respond to the investigation within five (5) business days after receiving notification of the results from the investigator. If there is reasonable cause to believe that sexual or other forms of harassment have occurred, the Superintendent or his/her designee shall take all reasonable steps to ensure that the harassment ceases and will not re-occur. Steps may include discipline of students, up to and including expulsion and/or discipline of employees, up to and including termination of employment.

If the complainant is not satisfied with the resolution of his/her complaint, he/she can appeal to the Board of Education. The appeal must include a copy of the original complaint, the specific action or inaction being appealed and a proposed resolution.

Following a finding of harassment, victims may be periodically interviewed by the appropriate supervisor as necessary to ensure that the harassment has not re-occurred and that no retaliation has occurred. Such review will continue for a period of time deemed appropriate by the Civil Rights Officer and/or the Superintendent.

Dissemination, Posting and Discussion of Policy

This policy shall appear in the Student Handbook. This policy shall be discussed with students at least annually and more often as needed. This policy shall be posted in prominent and accessible locations in each school building.

Alternate Complaint Procedures

In addition to filing a harassment complaint through the procedures set forth in this policy, a student may choose to exercise other options, including but not limited to filing a complaint with an outside agency or filing a private lawsuit. A charge of harassment may be investigated by the Office for Civil Rights of the United States Department of Education, which may be contacted as follows:

U.S. Department of Education, Office for Civil Rights
8th Floor, 5 Post Office Square, Suite 900,
Boston, MA 02109-3921
Telephone # 617 289-0111
ocr.boston@ed.gov

Policy revised: 11/2/09 (change of address only)

**SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED
BY
THE CONNECTICUT DISCRIMINATORY EMPLOYMENT
PRACTICES ACT
(Section 46-60(a)(8) of the Connecticut General Statutes)
AND
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)**

Sexual harassment means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (3) Such conduct has the purpose or effect or substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Such conduct may further constitute illegal harassment if based upon other protected class status including: race, color, religious creed, age, sex, pregnancy, national origin, past or present history of mental disorder, mental retardation, physical disability, marital status, ancestry and sexual orientation. Any harassment based on protected class status will not be tolerated.

LEDYARD PUBLIC SCHOOLS
Ledyard, Connecticut

HARASSMENT REPORT FORM¹

The Ledyard Public Schools maintain a firm policy prohibiting all forms of harassment based on sex or other protected class status. Sexual advances or other forms of sexual harassment or any other form of harassment by any person, which creates an intimidating, hostile or offensive environment will not be tolerated under any circumstances. Individuals who suspect that they may be victims of sexual or other forms of harassment shall complete this form and file it with the Civil Rights Officer, or if deemed more appropriate, with the Superintendent of Schools or his/her designee.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Name of person(s) you believe sexually harassed you _____

List any witnesses that were present _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including but not necessarily limited to descriptions of: what force, if any, was used; any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____
has harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Signature - Complainant

Date

Received by _____

Signature - Civil Rights Officer

Date

A copy of this form shall be provided to the complainant

¹ This reporting form should be used for all forms of alleged harassment.

5145.12—Search and Seizure

Students have the right to be free of unreasonable searches and seizures under the Fourth Amendment of the Constitution. Balanced against this right is the school officials' responsibility to create and maintain an environment consistent with the school's educational mission. School officials have a duty to protect the health, safety and welfare of all students under their authority. Students are prohibited from bringing to school contraband, defined below, or other items or substances that could disrupt the educational function of the school.

Definitions

“Contraband” refers to those items that students are prohibited from possessing or using on school property by federal or state law, Board policy or school regulation.

“Reasonable suspicion” means sufficient knowledge is possessed by the District official at the time the official makes or authorizes the search that would lead a reasonable person to believe that a search of a particular student or place may turn up evidence of a violation of law, Board policy, administrative regulation or school rule. The official's knowledge may be based upon relevant past experience of the official, observation by the official, and/or credible information from another person.

“Past experience” may provide the District official with information relevant to the suspected violation as well as information that enables the official to evaluate the credibility of information from another person.

“Credible information from another person” may include information that the District official reasonably believes to be true that was provided by another District employee, a student, law enforcement personnel, a government official or other person.

“Reasonable in scope” means that the manner and extent of the search are reasonably related to the objectives of the search, limited to the particular student or students most likely to be involved in the suspected infraction, and not excessively intrusive in light of the student's age, sex, maturity or nature of the suspected infraction.

Emergency Situations

Credible situations that potentially put the safety of students or school staff at risk or could result in substantial damage to school property constitute sufficient reasons for school officials or law enforcement personnel to conduct a thorough search of (1) all school property and/or (2) vehicles located on school grounds and/or (3) individuals and their personal property. A bomb threat is an example of such an emergency. In responding to such an emergency or potentially dangerous circumstance, the actions of school officials shall be reasonably effective and not more intrusive than necessary.

Evidence of Criminal Misconduct

The Ledyard Police may be informed in the event that any search conducted pursuant to this policy uncovers evidence of potential criminal misconduct.

Searching Desks, Lockers and Other Storage Spaces

Desks, school lockers and other storage spaces are provided to students for their convenience. These storage areas remain the property of Ledyard Public Schools and, as such, are subject to routine periodic inspections by school personnel to confirm that these storage areas are being used appropriately in a manner consistent with maintaining the health and safety of all students. Additionally, these storage areas may be searched for contraband under the conditions specified herein. The building Principal, or his/her designee, shall maintain an accurate list of all locker and other storage space assignments and either a master key or combination to all lockers.

At the time a student is assigned a locker or other storage space, he/she will be informed that school officials are empowered to conduct random periodic inspections of school lockers and other assigned storage spaces. Students will also be informed of the following requirements:

1. Students are responsible for the contents of their locker and any other storage space assigned to them.
2. Students are to keep their assigned lockers and other storage spaces locked when not in use.
3. Students are not to give other students access to their lockers or any other assigned storage spaces.

The right to inspect desks, school lockers and other storage spaces assigned to students may be exercised by school officials to safeguard students and their property, school employees, and school property with reasonable care for the Fourth Amendment rights of students. The exercise of this right to inspect desks, school lockers and other storage spaces also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator or teacher may search a student's desk, locker or assigned storage space under three conditions:

1. There is reason to believe that the student's desk, locker or other assigned storage space contains contraband material.
2. The reasonable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student(s) have been informed in advance that Board policy allows desks, lockers or other assigned storage spaces to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

The search of a student's locker or other assigned storage space will be conducted in the presence of another staff member. District officials shall seize any item that is evidence of a violation of law, Board policy, administrative regulation or school rule, or for which the possession or use is prohibited by law, Board policy, administrative regulation or school rule.

Health and Safety Inspections

Student lockers and storage spaces may be opened and inspected to ensure that they are being used for the purpose for which they were provided to the students and that the contents do not present a risk to the health and safety of other students and staff members without specific indication that a potential violation of law, Board policy, administrative regulation or school rule exists. During a health and safety inspection, the contents of the locker or storage space may not be searched through unless there is indication of a potential violation of law, Board policy, administrative regulation or school rule. In such instances, the previous guidance stated in this policy on conducting searches shall then be followed.

Student Search

Students and their personal property may be searched by the building Principal, or his/her designee, in the presence of an adult witness if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating federal or state law, Board policy, administrative regulations or school rules. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Students and their personal property may be searched by law enforcement personnel on school property.

School officials are not authorized to conduct strip searches. Students may be required to remove a coat, jacket or similar outer garment and remove shoes and socks if such actions are reasonable in scope based on the suspected contraband that is the target of the search. If the building Principal is convinced that a more intrusive search is required to expose contraband, he/she should contact the Ledyard Police.

Searches may include, if school officials believe necessary, a frisk or pat down of a student's clothing. Frisk or pat down searches shall only be conducted by a staff member who is of the same sex as the student and in the presence of another staff member. Where the object of the search may be felt by a pat down of the student's clothing or personal property, the school official may first pat the student's clothing or personal property in an attempt to locate the item(s) of contraband or focus of the search before searching inside the student's clothing or personal property.

A search of a group of students and/or their personal property where no particular student is suspected may only be conducted if there is a reasonable suspicion of misconduct that is immediately harmful to students, staff or school property.

Use of Dogs for Searches on School Property

The Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained for the purpose of detecting the presence of illegal substances when necessary to protect the health and safety of students, employees or school property, and to detect the presence of illegal substances or contraband, including alcohol and/or drugs. The use of trained contraband detection dogs is subject to the following:

1. The Superintendent shall authorize the search, and the building Principal, or his/her designee, shall be present while the search is taking place.
2. All school property, such as lockers, classrooms, parking areas and other storage areas, may be searched.
3. Dogs shall not be used in rooms occupied by persons except for demonstration purposes with the handler present.
4. Individuals will not be subjected to a search by dogs.
5. Only the dog's official handler will determine what constitutes an alert by the dog. If a dog alerts on a locked vehicle, the student who brought the vehicle onto District property will be asked to unlock it for inspection following the guidance previously specified herein.
6. Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible to illegal substance(s) on school property.

Vehicle Searches on School Grounds

The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on consent by the student driver to allow the search of that motor vehicle when there is reasonable suspicion.

The act of bringing a motor vehicle upon school premises will allow school officials to presume consent by the student, parent or guardian, or owner of the vehicle for a search of that vehicle. Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle will be cause for termination, without further hearing, of the student's privilege of bringing a motor vehicle onto school premises. The building Principal, or his/her designee, may request that law enforcement personnel search a motor vehicle on school premises, subject to the provisions of this policy.

Lost or Abandoned Items--Lost or abandoned items will be inspected by school officials.

Documentation

Administrators shall document all searches conducted in Ledyard Public Schools that result in disciplinary action. The documentation shall specify the following:

- Name, age and sex of the student involved;
- Time, date and location of the search;
- Justification for the search and nature of reasonable suspicion (suspected violation of law, Board policy, administrative regulation

- or school rule and supporting evidence);
- Type and scope of search (specifically what was searched);
- Results of the search, contraband material(s) found, disposition of the material(s) seized, and the discipline imposed;
- Name of the staff member witnessing the search; and
- Name of the school official conducting the search.

Notification

The building Principal, or his/her designee, shall attempt to notify the parents/guardians of any student who is the subject of a search conducted on school property by either school officials or law enforcement personnel.

Students and their parents or guardians will be informed annually, at the start of the school year and when a student registers in the District for the first time, of the requirements of this policy and its attendant regulations through inclusion in student and parent handbooks.

This notification specifically informs students and their parents/guardians in advance that Board policy allows desks, lockers and other assigned storage spaces to be inspected if the school administration has reason to believe that materials injurious to the best interests of students and the school are contained therein. Furthermore, notice is also provided that trained contraband-detection dogs may be used for searched on school property during the school year.

Policy Revised: December 15, 2010

5145.13—Student Surveys

The Ledyard Board of Education recognizes that student surveys can be a valuable resource for schools, the community and governmental agencies in determining student needs for educational services. The Superintendent's approval is required for all surveys generated within the District that deal with the Restricted Sensitive Subject Areas or the collection of personal information as defined in this policy. The Board's approval is required for all survey requests submitted by parties outside the District.

When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey. Survey responses will not be used in any identifying manner. Respondents will not be required to list personally identifiable data in their responses. At the Board's discretion, the overall results of any completed surveys shall be reported to the Board at a regularly scheduled Board meeting. The overall results of any survey conducted within the District shall be made available to all parties who submit a written request to the Superintendent for such information.

Restricted Sensitive Subject Areas--No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning the following restricted sensitive subject areas without the prior written consent of either the student (if the student is an adult or legally emancipated minor) or the student's parents/guardians:

- Political affiliations or beliefs of the student or the student's parent/guardian;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as those of lawyers, physicians and ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Definitions--The term "personal information" means individually identifiable information including: a student or parent/guardian's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security number.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, including: printed or representational materials; audio-visual materials; and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Notification to Parents/Guardians

1. Students and their parents/guardians shall be notified of this policy at least annually at the beginning of the school year, when enrolling students for the first time in any District school, and when there is any substantive change to this policy. This notification must explain that parents/guardians or students (if the student is an adult or legally emancipated minor) have the right to "opt the student out of participation," in writing, in the following activities:
 - a. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). However, student personal information, with the

exception of the student's Social Security identification number, may be collected and disclosed for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- (1) College or other postsecondary education recruitment, or military recruitment.
- (2) Book clubs, magazines, and programs providing access to low-cost literary products.
- (3) Curriculum and instructional materials used by elementary and secondary schools.
- (4) Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
- (5) The sale by students of products or services to raise funds for school-related or education-related activities.
- (6) Student recognition programs.

b. The administration of any survey that delves into the restricted sensitive subject areas identified and listed previously.

2. Students and their parents/guardians shall be notified at the beginning of the school year of the specific or approximate dates during the school year when the collection/disclosure of student personal information and/or the conduct of surveys that delve into the restricted sensitive subject areas are scheduled to be conducted.
3. Students and their parents/guardians shall be notified in writing at least four (4) weeks prior to the planned administration date of an approved survey that delves into the restricted sensitive subject areas or involves the collection of student personal information for disclosure to parties outside the District. The notification shall include the arrangements that have been made to protect student privacy and to safeguard and prevent inadvertent disclosure of personal information.

Inspection of Surveys and Related Materials by Parents or Guardians--All instructional materials, including teacher's manuals, films, tapes, or other supplementary material, which will be used in connection with any survey, analysis, or evaluation (other than those used in the special education identification process) as part of any applicable program shall be available for inspection by the parents or guardians of students.

A parent/guardian may request to inspect instructional materials at any time during the school year by submitting such request in writing to the building administrator. Upon receipt of such written request, the building administrator shall make the requested instructional materials available in a timely manner. A student's parent/guardian has the right to inspect, upon their written request, any survey created by a third party before the survey is administered or distributed by a school to a student. Such requests must be submitted in writing to the building administrator at least two weeks prior to the planned administration date for the survey. A student's parent/guardian has the right to inspect, upon their written request, any instrument used in the collection of personal information from students, for which the collection, disclosure, or use of such personal information is for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), before the instrument is administered or distributed to a student. Such requests must be submitted in writing to the building administrator at least two weeks prior to the planned date for collecting the student's personal information.

Written requests for inspection of materials which are received less than two weeks prior to the planned administration date of a survey or collection of personal information shall be honored. However, in such cases, the distribution of the survey and/or the collection of personal information shall not be delayed pending the inspection by the parent/guardian.

Student and Parent/Guardian Rights--The rights provided to parents/guardians under this policy transfer to the student when the student turns eighteen (18) years old or becomes a legally emancipated minor at any age. This policy and any related regulations shall not supercede any rights granted under 20 USC 1232g, Family Educational and Privacy Rights.

Policy adopted: May 4, 2005

5146—Police in the Schools

The Ledyard Public Schools system enjoys an excellent working relationship with the Ledyard Police. The presence of the Youth Officer and the School Resource Officer in the schools enhances the educational program and supports a safe environment for students and staff. The Ledyard Board of Education expects District employees and students to cooperate fully with members of the Ledyard Police while in the performance of their law enforcement duties. However, as the schools are responsible for their enrolled students during regular school hours and while students are participating in school-sponsored events or activities, staff members shall work to ensure, as is practicable, that each student's constitutional rights are upheld in regard to questioning and arrest and that students are protected from any form of illegal coercion.

Questioning Students

When police are investigating possible criminal acts, which occurred, or may have occurred, on school property or while the alleged participants were under the jurisdiction of the District, the police may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.

2. Reasonable attempts will be made to notify the student's parents or guardians so that they may be present during the questioning. The building Principal, or his/her designee, shall remain with the student, if the student so desires, until the student's parent or guardian arrives.
3. Prior to questioning, the student and his/her parents/guardians shall be informed, by the police, of the student's right to remain silent or to speak through an attorney and that any statements made by the student may be used in legal proceedings against the student.
4. In situations where the use or abuse of illegal or prohibited substances by the student or students being questioned is suspected, and where there is reason to suspect that the student has recently consumed such a substance, the school nurse or other appropriate medical personnel may be contacted and/or summoned to assure the well-being of the student(s).

When investigating a possible criminal violation that occurred off school grounds and during which the alleged participants were not under the care of the District, police will be encouraged to question students in their homes. However, the police may be permitted to question students in the schools when the procedures outlined above are observed.

Implementation

The Superintendent shall develop regulations, in conjunction with the Ledyard Police, delineating the procedures to be followed for police response to both emergencies and non-emergencies in the schools, the conduct of patrol checks, interviewing students, student arrests, and the sharing of information, as allowed by law.

Policy approved: March 1, 2006

6112--School Day

Pledge of Allegiance

Time shall be provided daily, preferably during the morning opening exercises, to provide the opportunity for students to recite the Pledge of Allegiance. Permissive language rather than mandatory language shall be used to introduce the recitation of the Pledge, such as, "You may now stand to recite the Pledge" or "You are invited to participate in the recitation of the Pledge".

If, because of some personal philosophy or belief, a student has made the personal decision not to salute the flag, he/she may choose to remain seated and silent. In any event, all students must be courteous and respectful of the beliefs of others. *(The entire "School Day" policy is available on www.ledyard.net)*

Policy Revised: August 21, 2013

6114.3—Bomb Threats Policy

The Ledyard Board of Education recognizes that bomb threats are a significant concern to the schools. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false. Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Superintendent shall react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

Conduct Prohibited--No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy. It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

Definitions

1. A "**bomb**" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "**look-alike bomb**" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "**bomb threat**" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
4. "**School premises**" means any school property, school buses and any location where any school activities may take place.

Development of Bomb Threat Procedures--The Superintendent or his/her designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the District's Crisis Intervention School Safety Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);

2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident “command and control” (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent or his/her designee will be responsible for overseeing a periodic evaluation of the adequacy of the District’s bomb threat procedures.

Reporting of Bomb Threats--A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building administrator, a teacher, the School Resource Officer or other employee in a position of authority. An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the District’s bomb threat procedure and inform the Superintendent of the threat. All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures. The Superintendent shall be responsible for reporting any bomb threat to the Board of Education. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

Student Discipline Consequences--Making a bomb threat is a crime. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action. The administration shall suspend and may recommend for expulsion any student who makes a bomb threat.

Aiding Other Students in Making Bomb Threats--A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the same disciplinary consequences described above.

Failure to Report a Bomb Threat--A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

Staff Discipline Consequences--A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies. A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

Civil Liability--The District reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

Lost Instructional Time--Instructional time lost as a result of a bomb threat may be rescheduled at the earliest appropriate opportunity as determined by the Superintendent within parameters set by the Board.

Notification Through Student Handbook--All student handbooks shall address the District’s bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Policy adopted: May 18, 2005

6141.2—Recognition of Religious Beliefs and Customs Policy

In accordance with the mandate of the Constitution of the United States of America prohibiting the establishment of religion, it is the policy of the Ledyard Board of Education that the Ledyard Public Schools shall, at all times and in all ways, be neutral in the matters of religion. However, this requirement of neutrality need not preclude nor hinder the public schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The District also recognizes that one of its educational responsibilities is to advance the students’ knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the District shall approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other’s religious and/or non-religious views. In that spirit of respect, students and staff members should be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would prevent such excusal.

As required by the No Child Left Behind Act of 2001, the Superintendent shall, by October first of each year, certify in writing, or in any other manner as specified by the State Department of Education, to the state that students enrolled in Ledyard Public Schools are not prevented by policy or rule from participating in constitutionally protected prayer. The Superintendent shall ensure that the staff, parents/guardians and students are made aware of the parameters of acceptable religious speech and actions.

Recognition of Religious Holidays--The objective study of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs, reflecting the diversity of global cultures. The following requirements shall govern the recognition of religious holidays and related events in any programs and activities conducted within the Ledyard Public Schools system under the Board's cognizance:

1. Recognition of religious holidays will not dominate the educational program and must support curricular objectives.
2. All religions must be afforded equal dignity, but none advanced nor disparaged.
3. Decorations that are part of custom and have no direct religious meaning (e.g., Christmas tree, menorah, etc.) may be displayed. Tree decoration should not promote religion nor require student participation.
4. School activities, such as concerts, enrichment programs, and parent-teacher organization sales, should focus on seasonal rather than religious themes.
5. Performances that recognize holidays must be of an artistic nature, not religious. Religious music must not dominate any school program. Program selections should not, by their nature, exclude students from participation.
6. Food service staff shall consider religious dietary restrictions when planning school menus (e.g., non-meat meals, limiting pork to one menu choice, etc.).
7. Parents may exclude their children from programs involving the recognition of religious holidays or if the celebration is in conflict with family beliefs. A written request for exclusion should be sent to the building administrator.

Absence for Religious Observation--Student absences for religious observances shall be excused. Furthermore, such absences shall not prohibit receipt of attendance related awards nor impact student grades or participation in school events.

Religion in the Curriculum--Religious institutions and orientations are central to human experience, past and present. It is essential that the teaching about, not of, religion be conducted in a factual, objective and respectful manner. The Board supports the inclusion of religious literature, music, drama, and the arts in the curriculum, where appropriate, and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively, without bias for or against any particular religion.

The emphasis on religious themes in the arts, literature and history should only be as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets nor demean any religious beliefs.

In response to classroom questions or assignments, student-initiated expressions that reflect their personal beliefs or non-beliefs about a religious theme will be accommodated. The student's work shall be objectively evaluated against academic standards and without consideration of the religious content or point of view.

The use of religious symbols (such as a cross, crescent, Star of David, crèche, symbols of Native American religions, etc.) is permitted as a teaching aid or educational resource provided such symbols are directly related to curricular objectives, are displayed as an example of the cultural and religious heritage of a particular event, and are temporary in nature.

Student-Initiated Religious Activities--Students have the same rights to engage in religious activity and discussion as they have to engage in other comparable activity while at school. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

Responsibilities--The Superintendent shall develop guidelines concerning religion in the schools and, after Board approval of such guidelines/regulations, distribute them to the schools.

The building administrators are responsible for monitoring compliance with this policy and related regulations. Pertinent information regarding this policy and related regulations shall be included in student, parent and staff handbooks.

Policy revised: July 6, 2005

6141.321--Use of Internet Policy

Electronic Information Resources (Internet)

The Ledyard school district strongly believes in the educational value of electronic services and recognizes its potential to support curriculum and student learning by facilitating resource sharing, innovation and communication. The district will make every reasonable effort to protect students and teachers from any misuses or abuses as a result of their experiences with the Internet and its information services.

The Board of Education believes this educational opportunity also demands personal responsibility and an understanding of the acceptable use policy for the Internet by students, parents, and staff. Violations of this policy by a student may result in disciplinary action, up to and including suspension and/or expulsion. In the case of any breach of this policy by an employee, such disciplinary action may include discharge.

It must be recognized that while the district has established acceptable use policies, there may be unacceptable material or communications that students can access due to the inability to control materials available through the Internet. The Ledyard school system does not condone access or use of such materials.

The Superintendent shall develop and promulgate an acceptable use regulation pertaining to the Internet.

Policy revised: August 16, 2000

6146 - Graduation Requirements Policy

Only those students who have earned the appropriate number and distribution of credits and have successfully participated in the Statewide mastery examinations shall receive a diploma from Ledyard High School.

At the beginning of the school year, students and their parents/guardians shall be notified of the requirements to graduate from Ledyard High School. Notification shall also be given whenever there is a significant change to this policy or to any of the graduation requirements.

Credit Distribution Requirement

Students must earn a total of twenty-six (26) credits as specified in the following subject areas:

<u>Subject</u>	<u>Required Credits and Courses</u>	
English	4 credits	
Mathematics	3 credits	
Social Studies	3 credits, including:	- World History (1 credit) - U.S. History (1 credit) - Civics (1 credit)
Science	3 credits, including:	- Biology (1 credit) - Chemistry (1 credit) - Environmental Science (0.5 credit) - .5 elective
Math or Science	1 additional credit	
Physical Education	1 credit	
Vocational and/or Fine Arts	2 credits	
Health	0.5 credit	
Electives for the Class of 2015 & beyond	8.5 credits	

One credit courses meet on alternating days for the entire academic year. Half-credit courses meet on alternating days for one semester.

The Ledyard High School administration shall delineate the classification of courses by subject area, establish the minimum number of course credits a student must carry each year, and make other such requirements as deemed necessary to administer this policy.

Credit for Courses Completed in Addition to Those at Ledyard High School

Credit toward satisfying the graduation requirements at Ledyard High School shall be granted in the following circumstances:

1. Credits earned from a public or private high school prior to enrollment at Ledyard High School.
2. Credit toward meeting a specified course requirement upon successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve.
3. Credit toward meeting high school graduation requirements upon the successful completion of a world language course (a) in grade six, seven or eight, (b) through on-line coursework, or (c) offered privately through a nonprofit provide, provided the student achieves a passing grade on an examination prescribed by the Commissioner of Education. No more than four credits earned in such manner shall be counted toward meeting the graduation requirements.
4. Credit toward meeting high school graduation requirements upon achievement of a passing grade on a subject area proficiency examination identified and approved by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter.
5. Credit toward meeting high school graduation requirements upon the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited (see Note below). One three-credit semester course, or its equivalent, completed at such institution shall equal one-half (0.5) credit toward the graduation requirements.

6. Credit toward meeting high school graduation requirements upon the successful completion of on-line coursework offered through (a) a secondary school or other educational institution accredited by the Department of Education, or (b) an institution of higher learning that is accredited by the Department of Higher Education or regionally accredited (see Note below).
7. Credits earned for courses passed during participation in an approved foreign exchange program.

Note: Ledyard High School students desiring to take either a course at another educational institution or an on-line course for credit toward meeting the high school graduation requirements (per sections 5 and 6, above) must receive prior approval from the Ledyard High School administration to take the course to be eligible to receive the credit.

In cases where there is any disagreement between the student's parent/guardian and the Ledyard High School administration regarding the granting of credit toward the graduation requirements, the Superintendent shall make the final determination.

Credit for Community Service

A student enrolled in any grade at Ledyard High School may be awarded one-half (0.5) credit toward the elective graduation requirement for the satisfactory completion of community service. The community service must be supervised by a certified school administrator or teacher, consist of not less than fifty hours of actual service that may be performed at times when school is not regularly in session, and require not less than ten hours of related classroom instruction. For the purpose of this credit, community service does not include partisan political activities.

Exemption from Physical Education Credit Requirement

Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated because of the physical condition of such student shall be excused from the physical education requirement. In such a case, the physical education credit requirement shall be fulfilled by an elective as determined by the Ledyard High School administration. However, students shall not be excused from the physical education requirement based on a medical condition that the School Medical Advisor determines is temporary in nature. In such cases, the student shall be expected to satisfy the physical education credit requirement after he or she is no longer medically restricted.

Performance Graduation Requirements (PGRs)

1. **Reading/Writing PGR** – Students shall successfully participate in statewide mastery examinations in Reading and Writing.
2. **Problem-Solving PGR** – Students shall successfully participate in statewide mastery examinations in mathematics.

Exemptions from the PGRs

1. Transfer students who enroll at Ledyard High School after completing at least three years in an out-of-state high school or an equivalent out-of-state secondary educational institution, including students who have been home-schooled, shall be exempted from having to meet the District's PGRs as a condition of graduation.
2. Special education students, whose performance is assessed using the state alternative assessment, may be exempted from the Reading/Writing and/or Problem-Solving PGRs by the Pupil Placement Team (PPT). The decision to exempt a student from the PGRs or require alternative/modified performance graduation assessments shall be based on performance data as documented in the individual student's evaluations, educational records, and Individualized Education Plan (IEP).

Student Transcripts

All courses used to satisfy the high school graduation requirements delineated herein shall be recorded on the student's transcript. The transcript shall be annotated to indicate those courses not taken at Ledyard High School.

Awarding of Diplomas

Students who meet all the graduation requirements of this policy shall receive a diploma at the June commencement ceremony.

A Ledyard High School diploma shall be awarded upon request to: (1) a veteran of World War II, the Korean hostilities, or the Vietnam Era who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service; and (2) any person who (a) withdrew from high school prior to graduation to work in a job that assisted in the war efforts during World War II, December 7, 1941, to December 31, 1946, inclusive, (b) did not receive a diploma as a consequence of such work, and (c) has been a resident of the state for at least fifty consecutive years.

A student who is under expulsion from Ledyard High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.

Students Attending Out-of-District Programs

Students who are Ledyard residents but are attending regional technical and vocational schools, magnet schools, charter schools, or other out-of-district programs shall receive a diploma from those institutions and must comply with the graduation requirements as specified for

those schools. In the absence of specific graduation requirements at the out-of-district locations, the graduation requirements of Ledyard High School must be fulfilled.

Revised: February 4, 2015

6161.3—Instruction—Comparability of Services - Title 1

The Board of Education believes that at all times its schools should be equally as well-equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Ledyard Board of Education to insure comparability of services funded by state and local sources in both Title 1 project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all student services with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all student services with the same grade levels in the provision of curriculum and instructional materials, books and supplies.
5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Policy adopted: December 21, 1994

6164.12—Acquired Immune Deficiency Syndrome (AIDS)

Acquired Immune Deficiency Syndrome (AIDS) is a serious health problem in the United States. Currently there is no cure for AIDS. The Ledyard Board of Education advocates that education about AIDS should be provided to students and that it be presented in a societal context. Specifically, students should be encouraged and instructed in how to make decisions to protect their own health as well as their responsibility to minimize the transmission of the disease. Further, the Board supports the public health community's position that sexual abstinence is the best way to prevent the spread of AIDS. In addition, the Board believes that sexual abstinence protects the student psychologically from the stress of adult decision making during adolescence.

The Board hopes that parents will join in partnership with the schools in conveying health information and sound decision making to the children of Ledyard. For those parents who wish to handle these topics without the involvement of the schools, the administration will inform parent(s), guardian(s) of their right to have their child(ren) excluded from AIDS instruction. The request must be presented to the principal in writing.

Policy adopted: November 2, 1994

6172.4—Instruction—Title I Parent Involvement

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children eligible to participate in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children eligible to participate in the Title I program. These meetings shall be used to provide parents with:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

- Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified as eligible to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
- Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and
- Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference:

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

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

PL 107-110, "No Child Left Behind Act of 2001," Title I - Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

Policy adopted: March 3, 2004

Memorandum

TO: Parents/Guardians
FROM: Superintendent of Schools
DATE: August 2017
RE: Family Life Education

Ledyard has a comprehensive Health Education curriculum in all grades. There are nine sections in all: one is entitled “Family Life Education”. The purpose of this section is to develop an understanding of the family structure, the reproduction process and responsibilities of parenthood, and to develop an awareness of interpersonal relationships among family members, peers, and others.

Title 10 of the Connecticut General Statutes, Section 10-1e, specifies that students are not required to participate in family life programs within the public schools. Pursuant to 10-16e, this letter is to inform you that you have a right to exclude your child(ren) from those lessons which are part of the Family Life portion of Ledyard’s health curriculum. Requests for exclusion must be submitted to the building principal in writing and must specify those portions of the Family Life Education program from which you wish your child excluded.

We will reassign any student who is excluded from Family Life lessons to the library/media center to work on independent study of health topics other than those specified in your exclusion request. Parents requesting reassignment will receive a calendar of these topics.

We want to assure you that we are aware of the sensitive nature of this curriculum. We take care to provide the material in an age-appropriate manner with current ideas of how to appropriately approach these topics in a classroom setting. We encourage you to review the curriculum and will keep you informed as we revise it.

Please contact your school principal or me if you would like additional information.

Duties of Parents

All parents, and those who have the care of children, shall bring them up in some lawful and honest employment and instruct them, or cause them to be instructed, in reading, writing, spelling, English grammar, geography, arithmetic, and United States history, and in citizenship, including a study of the town, state, and federal governments. Each parent or other person having control of a child five (5) years of age and over and under eighteen (18) years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, or while the school is in session in which provision for the instruction of such child is made according to law, unless the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in studies taught in the public schools.

Implementation of IDEA (Individuals with Disabilities Education Act)

IDEA provides that all children are entitled to a free and appropriate education in the least restrictive environment. This law has been referred to as the Bill of Rights for the Handicapped and it explains, in detail, the responsibility of all parties who are involved in the education of disabled children. A separate handbook concerning the programs and procedures for such children may be obtained by contacting the Director of Special Services, at 464-8776. All questions relating to special education may be directed to the Director of Special Services.

Elementary and Secondary Education Act– Teacher and Paraprofessional Qualifications

In accordance with federal law, any parent may request information regarding the professional qualifications of their children’s classroom teachers and paraprofessionals. Please contact the Principal’s office for this information.

POLICIES-REGULATIONS-STATUTES ANNUAL NOTIFICATION MANUAL SIGNATURE FORM

Please Review, Check Applicable Boxes, Sign, and Return by Tuesday, September 5, 2017 to Your Child’s Classroom/Homeroom/Morning Meeting Teacher.

I understand the responsibilities in the District’s student behavior policies as outlined in the Policies-Regulations-Statutes Handbook. I also understand that my child shall be held accountable for the behavior and consequences outlined in the discipline policy at school and at school-sponsored and school-related activities, including school-sponsored travel, and for any school-related misconduct, regardless of time or location.

DIRECTORY INFORMATION

Ledyard Public Schools will release certain information about children that is considered directory information. “Directory Information” means information contained in a student’s education record that is not generally considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent’s name and/or e-mail address, student’s name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

If you DO NOT WANT Ledyard Public Schools to disclose directory information from your child’s education records, please check the box below.

I DO NOT authorize Ledyard Public Schools to release Directory Information from my child’s educational records.

MILITARY RECRUITERS

As part of the 2002 Defense Authorization Act, high schools are required to provide to military recruiters access to high school student names, addresses, and telephone numbers if they request them. The law, however, allows parents or guardians to ask that such information not be released for this purpose.

If you DO NOT WANT Ledyard Public Schools to disclose directory information from your child’s education records to military recruiters, please check the box below.

I DO NOT authorize Ledyard Public Schools to release Directory Information from my child’s educational records to military recruiters.

PHOTOGRAPHY/VIDEO/NEWS RELEASE/WEB PAGE/CABLE TV

Ledyard Public Schools will release photographs, video, or news releases of children taken at school to the media for promotional or informational purposes. Photographs, video, news releases of children during field trips, class activities, special events etc. may be released. In addition, Ledyard Public Schools will display student/group photographs and/or work on the Ledyard Public Schools web page, and on cable TV.

If you DO NOT WANT Ledyard Public Schools to release photographs, video, or news releases of your child, please check below.

I DO NOT authorize Ledyard Public Schools to release photographs, videos, and news releases of my child or display student/group photographs and/or work on the Ledyard Public Schools web page and on cable TV.

NOTIFICATION OF PESTICIDE APPLICATION

Public Act 99-165 allows for the notification of staff, parents, and guardians of students prior to application of pesticide. See Policy 3518 in the handbook for further details. No pesticide applications were done in the 2016-2017 school year.

If you DO WANT to be notified prior to any application of pesticides, please check below.

I DO want to be notified prior to any application of pesticides.

By signing below, you are indicating that you have reviewed the Policies-Regulations-Statutes Manual.

STUDENT NAME _____ GRADE _____

PARENT/GUARDIAN SIGNATURE _____ DATE _____

STUDENT SIGNATURE (GR. 7 – 12) _____ DATE _____