

TERRYVILLE HIGH SCHOOL STUDENT HANDBOOK 2025-2026

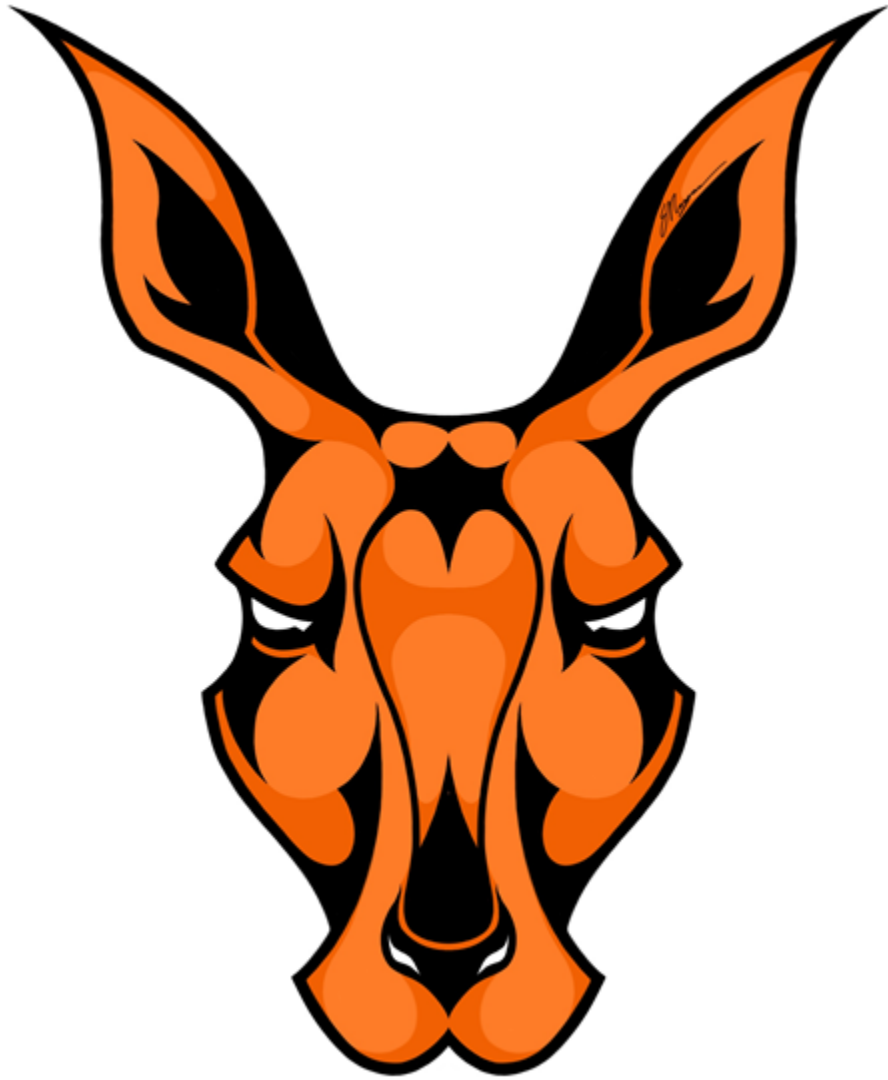


Table of Contents

I. Introduction, Pages 3-8

[PPS Portrait of Graduate](#)

Equal Opportunity

[Plymouth Public Schools Leadership](#)

THS Administration

Department Coordinators

School Counselors

Health Services

Director of Health

[Daily Schedule](#)

[II. Academics, Pages 9-17](#)

Graduation Requirements

Grading Systems

Evaluating Student Progress

Final Course Grade

Final Exam Exemption

Late Work

Make-Up Work

Supported Study Hall

Communication

Parent Portal

Course Level Descriptions

Course Weighting System

Class Rank

Honor Roll

National Honor Society

Plagiarism/Cheating/Dishonesty

Change of Schedule

Summer School

Early Completion of Requirements

Graduation Ceremony

[III. THS Rules, Pages 18-36](#)

Terryville High School Code of Conduct

School Rules Overview: Procedural

Attendance

General

School Rules Policies & Regulations (alphabetical)

Assemblies

Attendance

Nurse

Health & Safety

Wellness Policy

Health Services

Management Plan and Guidelines for Students with

Food Allergies and/or Glycogen Storage Disease

Diabetes)

Immunization

Screenings

First Aid

Communicable/Infectious Diseases

Disabilities

Homebound

Medication

Exclusion from Physical Education Classes

Truancy Policy

Books and Supplies

Bullying, Hazing, & Sexual Harassment

Cafeteria

Computer/Internet Use/Social Networking

Distributing or Displaying Materials

Dress Code

Electronic Devices/[Cell Phones](#)

Fundraising Activities

Lockers

Search

Smoking Policy

Student Visitors

Study Halls

Vandalism

[IV. Disciplinary Measures, Pages 37-52](#)

Rules for School Assigned Detention

Removal/Suspension/Alternative

to Suspension/Expulsion

The Behavioral Referral Process

Level One Conduct Violations, Page 39-40

Level Two Conduct Violations, Pages 40-42

Level Three Conduct Violations, Pages 42-43

[Code of Conduct, Pages 45-51](#)

[V. Safety Policy & Regulations, Page 53](#)

Evacuation Drills

Code Lock/Exterior Lock

[VI. Student Life, Pages 54-64](#)

School Spirit

Student Parking

Participation in Athletics and other

Co-Curricular Activities

CIAC THS Eligibility Rules

Sports

THS Student Clubs & Activities Guide

Activities/Dances

Field Trips

Media Center

School Store

School Counseling

Career Counseling Center-

Field Trips, Guest Speakers, Individual Counseling

Departmental Student Interns

Working Papers

Student Records

Parental Rights Regarding Internet

Posting of Student's Name and Images

Non-Discrimination Grievance Procedure

[VII. Appendix: Plymouth Board of Education Policy Annual Notifications to Parents and Students, Pages 65-185](#)

Portrait of a Graduate Plymouth Public School

To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified five qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation.

Creative Problem Solver

A creative problem solver identifies interesting questions or problems and develops a process to answer or solve them. They understand that failure is part of the creative process and consider a variety of potential solutions in pursuit of their goal. A student who demonstrates the qualities of a creative problem solver:

- Poses appropriate and thought-provoking questions or identifies novel problems;
- Accurately frames a problem/question and develops a viable plan to address/solve it;
- Perseveres through setbacks and uses mistakes to improve the final product; and
- Anticipates obstacles and considers alternate solutions.

Critical Thinker

A critical thinker draws on prior knowledge and effective research practices to assess the validity of ideas or opinions. They can provide well constructed feedback as well as use feedback from others to improve their ideas or better support their positions. A student who demonstrates the qualities of an critical thinker:

- Builds a comprehensive understanding of basic content to support their thinking;
- Produces well reasoned, well supported opinions appropriate to the context;
- Assesses sources for authenticity and reliability; and
- Provides and responds to feedback respectfully and constructively.

Credible Communicator

A credible communicator conveys their ideas clearly and effectively. They leverage their medium to support their message and reach their audience. A student who demonstrates the qualities of a credible communicator:

- Develops a clear purpose and incorporates relevant experience or source material in support of it;
- Recognizes and responds to the needs of their audience;
- Uses the conventions of the medium appropriately to enhance their message; and
- Expresses themselves knowledgeably, sincerely, and confidently.

Engaged Collaborator

An engaged collaborator fully participates in their group and makes beneficial contributions to the work regardless of their role. They attend to the contributions of others and adapt to a change of idea or process. A student who demonstrates the qualities of an engaged collaborator:

- Actively listens to others, respectfully considers various points of view, and revises their thinking as needed;
- Contributes positively to the work both as an individual and a member of the group; and
- Switches between leading and supporting roles as dictated by the needs of the group.

Responsible Citizen

A responsible citizen interacts with a variety of people and builds strong, mutually respectful relationships. They strive to manage themselves and their resources in a way that is both healthy and beneficial to them and their community. A student who demonstrates the qualities of a responsible citizen:

- Respectfully interacts with people from a wide range of cultures and backgrounds;
- Makes ethical, healthy, and responsible decisions;
- Recognizes their strengths and weakness and strives to improve themselves;
- Builds relationships and advocates appropriately for themselves, others, and their community; and
- Organizes and uses resources appropriately.

Equal Opportunity

Participation in all courses, programs, and activities sponsored by the Plymouth Public Schools is allowed without regard to race, color, religion, gender, national origin, disability, or sexual orientation.

PLYMOUTH PUBLIC SCHOOLS LEADERSHIP

Superintendent

Brian Falcone

Assistant Superintendent

Beth Melillo

BOARD OF EDUCATION

Karen Kulesa	Chair
Kelly Tilton	Vice Chair
Michelle Lucian	Secretary
Gregory Showers	BOE Member
Richard Foote	BOE Member
Cindy Candrea-Florenciani	BOE Member
Patrick Perugino	BOE Member
Louis Zbuska	BOE Member
Gerard Bourbonniere	BOE Member

TERRYVILLE HIGH SCHOOL ADMINISTRATION

Principal

Michael Hults

Assistant Principal

Jessica Hurd

DEPARTMENT COORDINATORS

English

Kate Avcollie

Math

Samantha Chiasson

Science

Chase Solarz

Social Studies

Robert Nave

Unified Arts

Alex Maslak

Special Education

Sue Glenn

SCHOOL COUNSELORS

Lori Lusitani

Michael McGowan

SCHOOL TO CAREER

Alyssa Glaser

HEALTH SERVICES

Roberta Lanning, R.N.

DIRECTOR OF ATHLETICS

Mark Fowler

Terryville High School Bell Schedule 2025-2026

Regular Day Bell Schedule						
Doors will open at 7:20am. Breakfast will be available from 7:20-7:30am in the cafeteria.						
Time	A Day	B Day	C Day	D Day	Flex/Advisory - (Wed.)	
7:32-8:32	Period 1	Period 3	Period 5	Period 7	7:32-8:25	
8:35-9:35	Period 2	Period 4	Period 6	Period 8	8:28-9:21	
9:38-10:38	Period 3	Period 5	Period 7	Period 1	9:24-10:17	
10:41-12:06	Period 4	Period 6	Period 8	Period 2	(10:20-10:54)	
12:09-1:09	Period 5	Period 7	Period 1	Period 3	*10:57-12:22*	
1:12-2:12	Period 6	Period 8	Period 2	Period 4	12:25-1:17	
	See below for lunch waves				1:20-2:12	

Lunch Waves		
	Students (class begins 2 minutes after dismissed from lunch)	
	Regular Day	Flex/Adv Day
First Lunch	10:41-11:06	10:57-11:22
Second Lunch	11:08-11:36	11:24-11:52
Third Lunch	11:38-12:06	11:54-12:22

Delayed Opening Bell Schedule (2 Hour)

Doors will open at 9:20am. Breakfast will not be served. If on a Wednesday, Flex/Advisory will be canceled.

Time	A Day	B Day	C Day	D Day
9:32-10:08	Period 1	Period 3	Period 5	Period 7
10:11-10:47	Period 2	Period 4	Period 6	Period 8
10:50-11:26	Period 3	Period 5	Period 7	Period 1
11:29-12:54	Period 4	Period 6	Period 8	Period 2
12:57-1:33	Period 5	Period 7	Period 1	Period 3
1:36-2:12	Period 6	Period 8	Period 2	Period 4
	See below for lunch waves			

Lunch Waves

	Staff	Students (class begins 2 minutes after dismissed from lunch)
First Lunch	11:26-11:56	11:29-11:54
Second Lunch	11:56-12:26	11:56-12:24
Third Lunch	12:26-12:56	12:26-12:54

Delayed Opening Bell Schedule (3 Hour)

Doors will open at 10:20am. Breakfast will not be served. If on a Wednesday, Flex/Advisory will be canceled.

Time	A Day	B Day	C Day	D Day
10:32-10:56	Period 1	Period 3	Period 5	Period 7
10:59-11:23	Period 2	Period 4	Period 6	Period 8
11:26-12:51	Period 4	Period 6	Period 8	Period 2
12:54-1:18	Period 3	Period 5	Period 7	Period 1
1:21-1:45	Period 5	Period 7	Period 1	Period 3
1:48-2:12	Period 6	Period 8	Period 2	Period 4
See below for staff and student lunch waves				

	Staff	Students (class begins 2 minutes after dismissed from lunch)
First Lunch	11:23-11:53	11:26-11:51
Second Lunch	11:53-12:23	11:53-12:21
Third Lunch	12:23-12:53	12:23-12:51

Early Closing Bell Schedule

Doors will open at 7:20am. Breakfast will not be served. If on a Wednesday, Flex/Advisory will be canceled.

Time	A Day	B Day	C Day	D Day
7:32-7:59	Period 1	Period 3	Period 5	Period 7
8:02-8:29	Period 2	Period 4	Period 6	Period 8
8:32-8:59	Period 3	Period 5	Period 7	Period 1
9:02-9:29	Period 4	Period 6	Period 8	Period 2
9:32-9:59*	Period 5	Period 7	Period 1	Period 3
*10:13-10:40	Period 6	Period 8	Period 2	Period 4
Brunch	Brunch will be served in the cafeteria in two waves. Only students purchasing brunch are allowed in the cafeteria. All other students should be reporting directly to their class. *1st & 3rd Floor Brunch: 10:01-10:10 Class: 10:13-10:40 *2nd Floor Class: 10:02-10:29 Brunch: 10:31-10:40 Staff lunch after dismissal.			

II. Academics

Graduation Requirements

The Terryville High graduate must earn a minimum of 25 credits that meet the credit distribution requirements as outlined in the Program of Studies, including the successful completion of CEC and Personal Finance. The community service hour requirement has been adjusted to allow students to focus on the career exploration hours outlined in CEC. Community service requirements for graduation consist of seniors participating in the Senior Give Back Day that will be organized by the school in the spring of their senior year. Any senior that is unable to participate in this community service effort will be required to complete 10 hours of community service through a non-profit organization on their own schedule.

Credits needed for grade level promotion

Sophomore Status	6.5 credits
Junior Status	13.5 credits
Senior Status	20 credits

Grading System

Most grades are reported to students in numerical form. In some instances, other letter grades will be used. The following are the letter grades that may appear on report cards/transcripts:

P = Passing	WF = Withdrawn Failing
E or EX = Excused	WP – Withdrawn Passing
INC = Incomplete	AUD = Audit
F = Failing	NC = No Credit Granted
NG = No Grade	

Parents/Guardians and students are encouraged to log onto the PowerSchool website and review the student’s progress using their approved password.

Evaluating Student Progress

Grades will be reported to students numerically on a scale of 100. Grades of 65 or above are considered passing. Exceptions are made for courses taken on a Pass/Fail (P/F) basis and for courses excluded from class rank (see further details in “Excluding Courses from Class Ranking” found on page 8).

Final Course Grade

Final grades in a course will normally be determined by counting the grade received each marking period as two times the exam grade. That is, in a full year course each of the four marking periods will count as 20% of the final grade, and the midterm and final exam will count as 10% each. In a semester course, each of the two marking periods will count as 40% of the final grade, and the final exam will count as 20%.

Final Exam Exemption

A student in a full year course with a grade 90 or above at the end of the fourth quarter, calculated under F1, is exempt from the final exam.

Additional Information Regarding Courses/Report Cards

1. Students must take at least six subjects per semester unless prior arrangements and permission have been given by administration.
2. Questions regarding a student's course selections, level of instruction, or other concerns related to the planned program of studies should be addressed with the student's school counselor.
3. Progress reports and report cards will be available electronically. An electronic notice will go out at the middle of each marking quarter as a reminder for students and families to review the academic progress for each class. An electronic notice will also be utilized to inform students and families of when quarter grades are finalized (typically a week after the close of the quarter).

Late Work

Late work completed within two weeks of the due date (due date may be adjusted per the Make-Up Work policy outlined below) will be accepted with a standard 1 point deduction off the gradebook score along with a late indicator in the gradebook. For example, if the work scored was an 8.5, it would be entered as a 7.5 in PowerSchool. Late work completed after two weeks of the due date is to be scored as a 0 with the exceptions of:

- An extenuating circumstance that has been discussed with guidance and administration
- Compliance with an IEP/504 or reasonable request by the student's case manager

Make-Up Work

For all excused absences from school not more than one or two days, makeup work will be arranged by the classroom teacher and must be completed the day after the student returns to school or per teacher discretion. For all student absences extending beyond two days, make-up work will be arranged by the classroom teacher and must be completed within five calendar days after the student returns to school or per teacher discretion.

Supported Study Hall

A student will be placed in a Supported Study Hall due to the failure of two or more classes this quarter and/or having credit recovery courses to complete. A letter is mailed home to notify parent/guardian.

Being placed in Supported Study Hall means the student is to report to the library to work in a quiet setting with teacher support. The teacher proctoring structured study hall will:

- Support the students in completing missing assignments.
- Communicate with teachers regarding missing work and upcoming assignments.
- Proctor missed assessments and retakes.
- Support the student in checking PowerSchool and Google Classroom.
- Support students working on credit recovery courses.

- Enforce cell phone policy (to be kept away or collected) to minimize distractions.
- Seniors with late arrival or early dismissal will be required to come to Supported Study Hall on the days it falls first or last period.

The goal is to help students to get back on track to pass the course and earn credit. Failure to attend Supported Study Hall will be considered and handled as a class cut.

Communication:

As part of our on-going process of improving home – school communications, we will continue to adopt a paperless approach. This will include student handbooks, student registration forms, health forms, school newsletters (the Roo's News is sent out every Thursday via ParentSquare), and all other notices. Email notifications will be sent out at the midpoint of each marking quarter and at the close of the marking quarter after grades have been stored in PowerSchool. With the growth in electronic communications, i.e. smartphones and home computer use, we have found this to be the most effective and preferred form of communication. There are various benefits in adopting this method of communication:

- Communicating with home directly via email and the parent portal is far more reliable and far faster than depending on students to deliver letters and notices home.
- Classroom distractions will be eliminated.
- Parents will be informed more quickly about test results, grades, or medical breakouts.
- There are considerable cost savings; the savings in terms of postage and paper would be better spent directly on your child's education.

If you have any questions about activating your child's PowerSchool account, please do not hesitate to contact our Main Office. Hard copies of any forms can be made available upon request.

Like us on Facebook at: <http://www.facebook.com/plymouthttschools>

Parent Portal

The Plymouth School District has developed the Parent Portal as a means to further promote educational excellence and to enhance communication with parents/guardians. The Portal allows parents to view their own child's records at any time. In response for the privilege of accessing the Plymouth School District Parent Portal, every parent/guardian is expected to act in a responsible, ethical and legal manner. The Portal is available to every parent/guardian of a student enrolled in the Plymouth School District.

Your usage of any Plymouth Public School sponsored Parent Portal indicates your acceptance of the following:

1. Parents/guardians will not share their passwords with anyone, including their children.
2. Parents/guardians will not attempt to harm or destroy data of their children, of another user, School or District network or the Internet.
3. Parents/guardians will not use the parent Portal for any illegal activity, including violation of Data Privacy laws. Anyone found to be violating laws will be subject to civil and /or criminal prosecution.
4. Parents/guardians will not access data or an account owned by another parent/guardian.

5. Parents/guardians who identify a security problem with the Parent Portal should notify the District's Central Office immediately without demonstrating the problem to anyone else.
6. Parents/guardians who are identified as a security or harassment risk to the Parent Portal or any other District computers or networks, will be denied access to the Parent Portal.

Parent/guardian access to their children's records may be on a continuous basis as long as their children are enrolled in the District.

Course Level Descriptions

Courses at Terryville High School are offered at three instructional levels distinguished by the type of instruction, the pacing of the learning, and the depth of standards. Students are recommended for these levels based on teachers' evaluations.

Advanced Placement Level Courses (AP):

To provide appropriate instruction and learning experiences for the student whose academic performance is in the highest of students at the grade level and in the particular academic discipline in which the course is offered. The student in an Advanced Placement Course exhibits intellectual curiosity, the highest level of thinking skills, and is very dedicated to performing academic work. Advanced Placement Courses demand a large time commitment on the part of the student.

Placement in such courses is generally by recommendation only and requires prior approval from the school staff. Advanced Placement Courses are designed to prepare students to succeed at the most competitive colleges and universities.

Honors Level Courses (H)

To provide appropriate instruction and learning experiences for the student whose academic performance is well above grade level and who is committed to academic work. Students who perform at this level exhibit a high degree of imagination, and the ability to draw conclusions, analyze, organize and synthesize. Honors Level Courses require a serious commitment of the student's time and effort, both within and outside of the classroom. Honors Courses prepare the student to succeed at moderate to highly competitive colleges and universities.

College Preparatory Level Courses (CP)

To provide appropriate instruction and learning experiences for the student whose performance is at or above grade level and who has demonstrated an interest in and a willingness to perform academic work. College Preparatory Level Courses require the student to allocate time for academic work outside of the classroom. College Preparatory courses are designed to prepare students for college work at two year schools, such as technical, business or junior colleges, at four year colleges whose admissions are less competitive or for employment in technical jobs which require developed academic skills.

Course Weighting System

Course weights are assigned to courses solely for the purpose of determining rank in class. These rankings are used by colleges to differentiate among applicants on the basis of academic achievement in high school. Most colleges feel that this differentiation should be based upon academic skills developed in the course. Course weights measure the degree of academic difficulty of the reading, writing, reasoning, and research skills that are developed in the courses. They do not reflect in any way upon the quality, importance, or practical relevance of the course. They are strictly a reflection of the degree of academic difficulty. The class ranking system at Terryville High School uses three levels of course weights. Students must be enrolled at Terryville High School for five of seven semesters to be assigned a rank in their class. The value and weight of any out of district transcript will be determined by the student's counselor and administration.

Weighting Factors

	<u>Weight Factor</u>
Advanced Placement	1.2
Honors/ECE Courses	1.075
College Preparatory Courses	1.0

Class Rank

Class rank is a listing of students by class year in order of their academic standing, based on the grades received in all courses. Only courses taken in grades 9 – 12 will be included in the class rank.

Students who transfer to Terryville High School must complete four semesters to be assigned a rank in their class.

Honor Roll

In order to qualify for the Honor Roll in a marking period, a student must be taking a minimum of five credits in that marking period. High Honors is awarded to students who earn an unweighted average for all courses of 90 and above, with no grade below an 85. Honors is awarded to students who earn an unweighted average for all courses of 85 and above, with no grade below an 80. An “I” (incomplete grade) in any course will disqualify a student from Honor Roll consideration. Please notify the counseling department if you do not want your name published in the local newspaper.

NOTE: The following courses and/or programs WILL NOT be considered for Honor Roll Status: Home School courses, Community Service, and Independent Study.

National Honor Society

The National Honor Society is sponsored by the National Association of Secondary School Principals in order to extend special recognition to students who combine outstanding scholarship with demonstrated leadership, extensive service, and the highest standards of character.

Students may be selected for membership in the National Honor Society during the second marking quarter of their junior or senior year. Students must have been enrolled at Terryville

High School for at least one semester to be eligible for consideration. Juniors and seniors with cumulative averages of 90 or above will be considered. Selection will be by a faculty council with those students being selected for membership who best combine superior scholarship, leadership, service, and character.

The service criterion involves a commitment to both school and community. First, service is fulfilled by giving time and effort to academically non-credited school activities such as athletics, school sponsored clubs, and/or class functions. Students who qualify for consideration of membership in NHS must be able to verify that they are currently active and a contributing member of at least two of the above activities. A history of involvement in various school activities must originate in the ninth grade and continue throughout the student's enrollment in Terryville High School. Transfer students must submit proof of service rendered to their former high school; however, it is strongly recommended that transfer students establish a record of service to Terryville High School. In addition, eligible students must fulfill and be able to provide verification of their service to the greater Plymouth Community by volunteering time and demonstrating effort to serve the out of the school community in at least one activity that shows an on-going commitment or multiple activities totaling a minimum of 10 hours.

The leadership criterion is two-fold. A student must demonstrate an active role by holding a leadership position in either the school or the community, and this must be verified by a supervisor or sponsor. In addition, students must exemplify the qualities and attributes which are a positive influence on others and maintain a loyal school attitude.

Regarding the criterion of character, candidates for the National Honor Society must demonstrate the highest standards of the six pillars of character: respect, responsibility, trustworthiness, fairness, caring, and citizenship. In addition, members must maintain and demonstrate the highest standards of honesty, reliability, morality, and ethics. Violations of this criterion include, but are not limited to cheating, plagiarism, discipline referrals, and criminal law infractions. Be aware that character assessment begins in grade nine.

Students who do not meet any of the above criteria risk gaining acceptance into the National Honor Society. Students who fail to gain membership will be informed that their selection criteria were deemed deficient by the selection committee.

Once accepted into the Society, members who fail to maintain any of the standards which gained them acceptance will receive an official warning and may be brought before the faculty council to be placed on probation or recommended for dismissal. In cases of probation, failure to rectify the violation after a reasonable amount of time will result in initiation of dismissal procedures. Questions relating to eligibility, selection, and/or dismissal should be directed to the Society's advisor.

Plagiarism/Cheating/Dishonesty

The Plymouth Public Schools continually strive for academic excellence. Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of the District.

The policy focuses on two common areas of academic dishonesty: cheating and plagiarism are defined as follows.

Cheating is defined as receiving or giving unauthorized assistance in academic work for any course or subject. Examples include but are not limited to:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students.
3. Obtaining test questions and/or copies of tests outside the classroom test settings.
4. Lending and/or copying from another student's work (homework, tests, projects, assignments).
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading).
6. Allowing another student to copy answers during a test situation.
7. Collaborating with other students on an assignment in direct violation of the teacher's instructions.
8. Using books or electronic information in generating an assignment in direct violation of teacher's instructions.
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers without permission.
10. Submitting work previously presented in this course or in another course unless authorized by the affected teacher.

Plagiarism is defined as copying the language, structure and/or ideas of another and representing them as one's own work. Examples include but are not limited to:

1. Copying material from the source, including the Internet, without citing the source.
2. Paraphrasing the source without proper citation.
3. Copying stories, in whole or part, which appear in books, magazines, television or film or electronic media.
4. Copy directly, without making any changes, alterations or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source.
5. Submitting papers written in whole or part by someone else,
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character or the work so that it is no longer the student's own.
7. Submitting a paper purchased from a research or term paper service, including, but not limited to the Internet.
8. When a student puts his/her name on a piece of work, it is that student's responsibility to distinguish between what is his/hers and what is not and to credit those who have in any way contributed.

The classroom teacher must provide basic "due process" to students accused of cheating/plagiarizing. The teacher will notify the parent/guardian, guidance counselor, and administration if cheating/plagiarizing are determined to have taken place. A student who engages in any form of academic dishonesty will be expected to make up the assignment or complete a similar assignment, without cheating/plagiarizing. The grade on the assignment will

be capped at a maximum of an 80 (8 out of 10). The teacher may consider additional consequences including a seat change, counseling by the teacher, and/or a teacher assigned detention. Multiple accounts of cheating or plagiarizing by a student may result in additional consequences as determined by the school administration.

Change of Schedule

Students must select courses carefully with the assistance of their school counselors, teachers, and parents/guardians. Changes in student schedules can have an adverse effect on class sizes and are generally discouraged. Changes will be allowed for the following reasons:

- | | |
|---|------------------------------------|
| 1. Lacking a prerequisite | 3. Lacking graduation requirements |
| 2. Printout containing a scheduling error | 4. Academic misplacement |

Dropping a course after 1 week of being enrolled results in a withdrawal/failure (W/F) on the students' transcript. W/F carries a 50 average on the cumulative GPA.

After the first marking quarter of a course, requests for other changes, including levels, will only be considered for good, substantive reasons and will require an administrator's approval based upon input from the student's parent/guardian, the student's school counselor, and the teachers affected by the changes.

Summer School

Terryville High School offers credit recovery through Edgenuity, an online instructional program. Summer School traditionally has been for makeup credit only. Students may not take a course in Summer School that they have not completed during the regular school year. Tuition is charged for each course a student opts to take. The following guidelines govern the Summer School program.

CREDITS

Students are limited to making up 2 credits during Summer School.

ELIGIBILITY REQUIREMENT

Students who have failed a course with a grade of 50-64 for the academic year and have not exceeded the maximum allowable absences as outlined in the school Attendance Policy.

REQUIREMENTS FOR CREDIT

A student who successfully completes all work assigned during the Summer School course will be assigned a grade of 65 and credit associated with the course. This may be counted toward meeting graduation requirements.

If a course is not offered in Terryville High School's Summer School program, the student may make up a course through a bona fide college course. Prior approval of the building principal is required. Any questions regarding Summer School should be addressed to the student's school counselor.

Early Completion of Requirements

Students who successfully complete the minimum course requirements for graduation and who present a compelling reason may petition for early completion.

APPLICATION PROCEDURES

1. Students requesting completion after 7 semesters should request a meeting with the student's guidance counselor and administrator by April 1 of the junior year.
2. Students requiring completion after 6 semesters should request a meeting with the student's guidance counselor and administrator by April 1 of the sophomore year.
3. The student's parents/guardians must provide a formal, written request that is signed by the parents/guardians after the conference with the student's guidance counselor and administrator.
4. Notification of approval to pursue an early completion program will be given prior to the end of the school year in which the request is indicated.
5. Final approval for early school completion will be given by the principal when the principal is satisfied that the student has a definite commitment for full-time work, schooling, or another appropriate reason.

Graduation Ceremony

A graduation ceremony is held yearly to award eligible students a high school diploma. Students who have acquired 25 credits, including all required courses, and who have met all other academic and community service requirements, including have paid class dues in full, cleared any unmet obligations, i.e. lost/damaged Chromebooks/textbooks/library books, unreturned uniforms and overdue lunch balances are eligible to participate in the graduation ceremony.

III. THS Rules

Terryville High School Code of Conduct

All members of the Terryville High School community, including staff, students, parents, etc. have the right to an environment that promotes a quality education. Accordingly, this high school has established behavioral expectations that seek to ensure this right.

These expectations are to:

- arrive at school and be in class on time
- be where one is expected to be
- know and follow school rules and policies
- be accountable for one's actions
- respect others and self
- respect the personal property of others
- work cooperatively to promote a positive learning environment
- refrain from language that is offensive to others
- behave in a manner that is considerate of one's safety and the safety of others
- be kind and considerate of all

School Rules Overview

The following rules may be elaborated upon in other sections of this handbook. They are listed here so that parents and students may be able to educate themselves about these behavioral expectations in an efficient manner. Please be aware that there are additional rules and standards of which students, parents and others need to be aware such as the Attendance Policy, the Behavioral Referral Process, classroom rules established by individual teachers, athletic rules, cafeteria rules, etc.

Procedural:

1. If a student is suspended from school, the student is not allowed to participate in any co-curricular activity on the day(s) of suspension.
2. Students must abide by the policies, rules and regulations of each team, club, or organization to which the student belongs.
3. If students have food or beverages in the school, they are responsible for properly disposing of them and must cooperate with any staff requests related to these matters.
4. All materials, which are distributed or displayed within the Terryville High School building, must be submitted to the office and stamped for approved distribution or posting.
5. Clothing with offensive language, messages, or illustrations is not allowed.
6. Clothing meant to be worn as an undergarment is not allowed to be worn as an outer garment. (See entire dress code regulations.)
7. Students are not allowed to write on or deface lockers in any manner.
8. Students removed from class will be asked by the teacher to report to Mr. Avery in room 222. If he is not available, students will report to the Main Office.
9. With twenty-four hours' prior notice, students are required to make arrangements to attend a teacher-assigned detention.

10. Students must refrain from entering “staff only” areas such as faculty workrooms, mailroom, and bathrooms without the permission of a staff member.
11. Students must arrive on time to the cafeteria during a lunch or study period.
12. Students must report to the Main Office to request and obtain permission before leaving the building for any reason. They must also sign out in the Main Office.
13. Students are not allowed to loiter in the building or on the grounds at the end of the school day.

Attendance:

1. Under no circumstances may a student leave the building during school hours without permission from the Main Office, Nurse, or an administrator. He/she must also sign out in the Main Office.
2. All students must be in their first period classes by 7:32 a.m. or they are considered tardy. When a student is tardy to school after 7:32 a.m., the student must report to the Main Office, present a reason for being late, sign in and get a pass.
3. Students must continue to attend class(es) and participate in all classroom activities even if they have lost their course credit due to the school’s Attendance Policy.
4. Students who have early dismissal must leave the building and school grounds at the specified time.
5. A student who needs to leave school early must bring a note from a parent to the Main Office before school (7:32 a.m.). The request will be evaluated and will either be approved or denied. If approved, the student will be issued a pass and must sign out in the Main Office before leaving the school building and grounds.
6. If a student is absent from school, the student will not be allowed to participate in any school activity on the day of the absence. For this purpose “absent” is defined as not being present in school for a minimum of four (4) hours. Any exception to this rule may be made with the prior permission of an administrator.
7. A student may not appear on school grounds or at a school activity while suspended. Any exception to this rule may be made with the prior permission of an administrator.
8. Student attendance is required at all assemblies and scheduled programs. Any requested dismissal must be made personally by the parent/guardian to an administrator.
9. If a student chooses not to participate in a field trip, attendance in school is still mandatory on that day.
10. When students are absent from a class or study hall, they are responsible for providing information to that period’s teacher regarding their whereabouts.
11. Whenever a student leaves an assigned location, aside from passing times, the student is required to have a pass signed by a staff member.

General:

1. Students shall be held responsible for the proper care of books and supplies entrusted to their use.
2. Students and their parents or guardians are personally liable for any damage done to school property or equipment.
3. Cell phone use of any type is not permitted in the classroom.
4. Students are required to follow the reasonable directives of a staff member.
5. During any emergency or drill (fire, code lock or shelter in place), all students must follow the directions of any school employee or other person(s) in charge.

6. **No student shall bring to school, keep or store in an area, any item (including animals) which endangers the health, safety, or welfare of members of the school community.**
7. Student use, possession, and/or distribution of tobacco products or facsimile is banned at any time on school property or at any school activity.
8. Students must keep their Identification Card on their persons at all times during the school day. They must also present it to staff upon request.
9. Hazing/Bullying will not be tolerated among students of the school district.
10. Sexual harassment will not be tolerated among students of the school district.

Students from other schools are not permitted in the building or on school grounds during the school day without prior administrative approval.

School Rules: Policies & Regulations (alphabetical)

Assemblies

Student attendance is required at all assemblies and scheduled programs. Failure to report at the assigned time will be considered an unexcused absence. All performers and speakers should be treated with courtesy. Students are expected to be attentive and polite to the people presenting these programs. There should be no talking or other rudeness shown. Disruptive behavior in the auditorium or gymnasium will be treated in a manner consistent with the Code of Conduct.

Attendance

Attendance is an integral part of a student's course of study and being present for a large majority of the direct instruction, learning tasks and other class activities is as essential as the course grade when determining whether or not a student receives credit.

18 Absence Limit – No student may receive credit for any course in which they have missed 10% or more of the total class time. For full-year courses no student may receive credit after having been absent from that course eighteen (18) or more times during the school year. These absences will be prorated for non-full-year courses and for courses meeting other than five (5) periods per week. All absences in a class will be counted except those incurred while a student participates in school-sponsored activities and/or essential administrative business.

Waiver of Policy – Any student who has accumulated more absences than allowed by the policy stated above, but who feels that the situation warrants special consideration, may appeal to the administration for a waiver increasing the number of allowable absences for that particular student. At the discretion of the administration the parent may be requested to appear at a hearing to verify the legitimacy of the appeal.

Appointments - Every attempt should be made to confine necessary appointments to after school hours and vacation periods. In order to take advantage of special services (such as the collection of homework assignments for the student who must be out for several days), parents are advised to keep the school informed of their child's health status. In cases of prolonged or regular illness, a note from a physician should be sent to the school explaining the nature of the illness.

Make-up Work - For all excused absences from school not more than one or two days, make-up work will be arranged by the classroom teacher and must be completed the day after the student returns to school or per teacher discretion. For all student absences extending beyond two days, make-up work will be arranged by the classroom teacher and must be completed within five calendar days after the student returns to school or per teacher discretion.

Terryville High School has an Attendance Policy which states that classroom attendance is an integral part of the student's course of study. The following are its standards:

1. COURSE CREDIT

To earn credit in any course a student is obligated to

- Fulfill the course requirements as established by the teacher.
- Earn a minimum grade of 65.
- Fulfill attendance requirements as established by the school.

2. ATTENDANCE STANDARDS

- The maximum number of absences allowed in any half-year course is eight (8) days from school or from class. For half-year courses students may not receive credit after being absent from school or class nine (9) or more times.
- The maximum number of absences allowed in all full-year courses is seventeen (17) days from school or from class. For full-year courses students may not receive credit after being absent from school or from class eighteen (18) or more times.
- When a student is absent, the student's parent/guardian should contact the school in the morning (by 9:00 a.m.) of the day of the student's absence by telephoning (860) 314-2777. The main office is equipped with 24 hour voice mail. If there is no answer, please leave a message with the student's name, grade, and reason for absences.
- Students who exceed the maximum number of absences allowed will lose the credit in the course unless an extension has been granted by the school administration.

3. 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 school days of the student's return to school** (CGS Section 10-210) and meets the following:

- A. For absences one through nine, a parent approves such absence and submits appropriate documentation; and
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - Illness of the student (Note: all student illness absences from school must be verified by an appropriately licensed medical professional to be deemed excused, regardless of length of absence).
 - Student's observance of a religious holiday.
 - Death in the family or other emergency beyond control of the student's family.
 - Mandated court appearance.

- The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason).
- Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.
- Other valid reasons as determined by a school administrator.

The determination of whether an absence is excused will be made by the building principal, or his designee.

4. UNEXCUSED ABSENCE

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

- absence meets the definition for an excused absence (including documentation requirements)
- the absence meets the definition of a disciplinary absence.

5. UNEXCUSED ABSENCE/(CUT)

An unexcused absence is **an absence of 10 or more minutes from a class without permission**

Nurse

The school nurse is located on the main floor between the Main Office and the Counseling Office. The nurse is available to accommodate students for first aid or illness. The nurse is also available to students on a consultation basis when requested.

All students should have a pass when going to the Health Office. Unless a medical situation exists which requires an immediate assessment, all students should obtain a pass from their classroom teacher so that the teacher will know where they are. This is also most important as it relates to the school's attendance policy. For attendance and accountability purposes, students must record the time they arrive and leave the Health Office. Upon arrival at the Health Office, students ***must sign in***. They should then wait quietly for assistance. Upon leaving, students ***must sign out*** and have their pass signed.

The role of the school nurse is restricted to providing basic health care for students as mandated by the law. The nurse is responsible for several types of health screenings, routine health checks, parent contact concerning health related issues, care of minor illness or injuries occurring during the school day, administration of medications under a doctor's orders, maintenance of student health records, infectious disease control, promotion of good health practices, counseling and education.

While our nurse may respond to minor illnesses or injuries which occur during the school day, they are not considered primary care givers. School nurses may not diagnose or prescribe treatment or medication for illnesses or injuries of any kind.

Diagnosis and treatment of illness and injuries, especially those which occur outside the school setting, are best referred to health clinics, physicians' offices or hospital emergency rooms as appropriate settings for care delivery. School nurses' offices are neither equipped

nor permitted by law to deal with these types of medical problems.

Your cooperation in this matter will ensure that your youngster receives proper and timely medical care and the school continues to operate within the limits of its resources.

Administration of Medications

The administration of medications, either prescription or “over-the-counter,” to students in the Plymouth Public Schools follows the policies established by the Connecticut State Department of Health. Any medication to be administered to a student must be delivered directly to the school nurse ***by a parent, guardian, or other responsible adult and must be in the original labeled container.***

The school nurse can accept no more than a 45 school day supply of a student’s medication. No medication, either prescription or “over-the-counter,” can be stored at school or administered to any student unless permission from a parent or guardian **and** orders from a licensed physician or dentist have been received in writing on the Medication Authorization form. This authorization form must be renewed each school year.

Standing orders have been developed by the school nurse supervisor and the school physician to direct and authorize school nurses to perform a variety of general health services. These standing orders represent the medical approval required to administer ibuprofen or Acetaminophen to a student with the written permission of the parent or guardian on the Medication Authorization form.

Health & Safety

Asbestos Notification (40 C.F.R. 763.93 (g)(4))

Federal Law and State of Connecticut Regulations of the Environmental Protection Agency (EPA) require school districts throughout the State of Connecticut to give annual written notice of the availability of asbestos management plans. These plans are available for inspection upon request.

Pesticide Application (Conn. Gen. Stat. § 10-231c, 10-231d)

A written statement of the Board’s Policy concerning pesticide application on school property and the schedule for pesticide application is available for inspection upon request.

Green Cleaning Products Notification (Conn. Gen. Stat. § 10-231g)

Conn. Gen. Stat. § 10-231g requires that on or before July 1, 2011, school districts must implement a “green cleaning program” for the cleaning and maintenance of school buildings. A written description of these green cleaning programs is available for inspection upon request or via the school district website.

Indoor Air Quality (Conn. Gen. Stat. § 10-220)

Connecticut General Statutes §10-220 requires that for every school building constructed, extended, renovated or replaced on or after January 1, 2003, a board of education must provide a uniform inspection and evaluation program of indoor air quality. Results of this inspection and evaluation procedure are available for public inspection on upon request.

Evacuation Procedure

Fire exit signs are posted in all classrooms and in all special areas of the building. If you are not sure of a particular area, ask the teacher in charge. It is imperative when evacuating the building that:

1. STUDENTS MOVE QUICKLY
2. NO TALKING

In the event that a route has to be changed because of smoke or fire, the teacher in charge must be able to be heard.

Wellness policy

It is the policy of the Board of Education to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e. any private company employed to provide food services), school administrators, the board of education, and members of the public and may also involve teachers of physical education and school health professionals. Complete goals and guidelines are available upon request or from the district website.

Health Services

The school health office is designed to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information.

Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease (Diabetes)

The Plymouth Public Schools recognize that food allergies and glycogen storage disease may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. To this end, the Plymouth Public Schools have adopted guidelines related to the management of life threatening food allergies and glycogen storage disease for students enrolled in district schools. These guidelines can be found on the District Website or will be available for inspection upon request.

Immunization

All students must be immunized against certain diseases and must present a certificate from a physician or local health agency. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided. The required immunizations are:

DTP/DTaP-at least 4 doses. The last dose must be given on or after fourth birthday

Polio – at least 3 doses. The last dose must be given on or after fourth birthday

Measles – on or after first birthday; second dose given at least four weeks after the first dose required for kindergarten entry in August 2000 or later: second dose required for entry into seventh grade if enrolled after September 1992.

Mumps – on/or after first birthday and second dose required for students entering grades 9-12 effective August 1, 2011.

Rubella – on/or after first birthday and second dose required for students entering grades 9-12 effective August 1, 2011.

Hib (Haemophilus influenza Type B) – given on the appropriate schedule for age; one dose on or after first birthday. Not required at five years or older

Hepatitis B – any child born January 1, 1994 or later must have three doses of vaccine. Any child enrolling into the seventh grade in August 2000 or later is required to have one dose of vaccine-the series of three doses of vaccine must be completed for entrance into eighth grade effective August 2001.

Varicella (Chicken Pox) – any child born January 1, 1997 or later must have one dose of vaccine given on or after first birthday. Any child enrolling into the seventh grade in August 2000 or later and is less than 13 years of age is required to have one dose of varicella vaccine. If the child is 13 years of age or older, two doses of vaccine are required at least four weeks apart. If the child has had chickenpox disease, a written statement signed and dated by a physician, physician assistant or advanced practice nurse (A.P.R.N.) is required indicating that the individual has already had chickenpox based on family and/or medical history.

A written record of these immunizations must be presented to the school nurse before a child is permitted to attend school.

Physical Examinations

School health legislation requires each school age child to have a physical prior to enrollment and in grades six (6) and ten (10), provided by their own physician. Physical forms may be obtained from the school nurse. Transfer students must present complete health information to the nurse before entrance. New enrollees from out of state are required to have a current physical by their own physician and are given thirty (30) calendar days to have this completed. Physicals for sports participation are required yearly by private or school physician.

Screenings

Annual vision screenings are given to each student in kindergarten grades one (1) to six (6), inclusive and grade nine (9). Yearly hearing screenings are given to each student in kindergarten to grade three (3), inclusive, and grades five (5) and eight (8). Postural (scoliosis) screenings are done annually for each student in grades five (5) to nine (9) inclusive. These screenings are also performed upon request of a parent or teacher. Any deviation from the normal is reported to the parents in writing for follow-up by their own physician.

First Aid

When the school reports your student acutely ill or injured, it is expected that the parents will make arrangements to immediately transport them home. However, in cases of serious

accidents/life threatening emergencies requiring immediate hospitalization, the student will be sent to the nearest emergency room by ambulance. Parents will be notified immediately in all cases. Please fill out and return the health questionnaire at the beginning of the school year. Any changes in the information provided of these forms should be updated as the need arises.

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred from medical diagnosis and treatment. Students with bacterial infections, such as strep throat, pinkeye or impetigo, must have taken the prescribed dosage of antibiotics for at least twenty-four (24) hours before returning to school. Your child should be fever free for twenty-four (24) hours after an illness. Scabs must be dry with no blistering present in order for students with chicken pox to return to school. If a student is suspected of having Fifth Disease, they must be excluded and return with a written diagnosis from their physician.

Disabilities

The school district will not discriminate on the basis of disability as required under ADA, IDEA and Section 504 and C.G.S. 10-76a and any similar law or provision.

Homebound

Homebound instruction shall be provided when a child's condition will cause absence of at least three (3) weeks duration. Instruction shall begin no later than two (2) weeks from the first day of absence, provided nothing in the child's condition precludes it. A note from the child's physician is required stating that the child is unable to attend school for medical reasons. The expected date of return to the school program has to be included in the note. Homebound instruction may also be provided for the following reason(s): child is expelled or excluded from school for safety reasons, a special education program is pending or a pregnancy (also requires a doctor's note).

Medication

According to the medication policy, no medication, including over-the-counter, nonprescription drugs, may be administered to students in school without written authorization from the physician and parent. Please be aware this also includes cough lozenges, aspirin, acetaminophen, eye drops, topical ointments/creams, etc. Written authorization must be renewed each school year. If your child must take medication in school, the parent/guardian must deliver medication in the original container, labeled with the name of the student, physician and medication, date of original prescription, and administration directions. The amount is limited to a 45 day school day supply. Students are NOT permitted to carry medication to school. Unused medication shall be picked up by the parent/guardian within one week after administration is stopped or it will be disposed of by the school nurse.

Students who have known food or bee sting allergies and require medication must have the necessary medication in school to insure the child's safety. This medication must accompany the child on a field trip. Students will NOT be permitted to participate in the trip if the necessary medication is not provided.

Exclusion from Physical Education Classes

Students may be excused from PE classes due to medical reasons. Students needing to be excused should present a dated doctor's note to the school nurse, who will alert the physical education teacher.

Pediculosis (Head Lice)

Infestation of the hair with head lice is a common condition found among school age children. There is no way of preventing a child from acquiring the condition. The goal should be to detect it quickly and clear it up as soon as possible. Our school health regulations specify that children with head lice are to be excluded from school until treated at home with a shampoo that kills head lice. Ordinary shampoo will not work. Following the treatment the child may return to school if these conditions are met:

1. A parent must accompany the child to school.
2. The school nurse must be presented with proof of appropriate treatment.
3. No live lice found upon examination by school nurse.

Truancy Policy

The Board of Education recognizes the importance of early intervention for students exhibiting truancy behavior. By the statute (section 10 – 198a) a “truant” means a student aged 5–18 who has four (4) unexcused absences in one month, or ten (10) unexcused absences in a year. A “habitual truant” means any student, aged 5–18, who has twenty (20) unexcused absences within a school year.

An unexcused absence is defined as any absence from a scheduled school day which does not fall under one of the following categories:

- Reasons of health, including illness, incapacity, or doctors’ visits. The district reserves the right to require a physician’s or other appropriate certification for absences in excess of five (5) consecutive days or a total of fifteen (15) days in any school year.
- Religious holidays
- Court appearance
- Funeral
- Approved school activities
- Suspension
- Limited absences from school with parental consent, subject to the approval of the principal. The determination of whether an absence is excused will be made by the building principal. School personnel, whenever possible, will seek cooperation from parents and assist them in remedying and preventing truancy. Parents of habitually truant students who fail to cause their children to attend school may be subject to arrest and fines.

6. DISMISSAL FROM SCHOOL

Dismissal from school exceeding one-half of a given class period (or periods) will be equivalent to an excused absence from the class(es).

7. TARDINESS

Tardiness to school interferes with the learning of the student and disrupts the learning environment for others. **Students who are not in their first period classes by 7:32 a.m. are considered tardy. Seniors with late arrival must sign-in to the main office by 8:20 or they will be considered tardy.**

Students who are tardy to school must sign in at the office and receive a late pass to class. The tardy will be recorded as either excused or unexcused.

Tardiness will be reviewed by school administration on a weekly basis. In cases where students fail to comply with the regulations outlined above the following sequence of consequences will be imposed:

- **Step 1: (5+ tardies)** – Once a student accrues 5 tardies in a quarter, students will receive a warning email regarding detentions if they reach 10 tardies.
- **Step 2: (10+ tardies)** -- Once a student accrues 10 tardies in a quarter, they will be assigned a 60 minute office detention. For every 10 additional tardies accrued during that quarter, an additional office detention will be assigned.
- **Step 2 (20+ Tardies)** – Once a student accrues 20 tardies in a quarter, they will be considered “chronically tardy” and will meet with Assistant Principal or designee to review reasons for tardiness, office detention may continue to be assigned according to the parameters listed above in Step 1, and student privileges as well as the opportunity to participate in sports and/or extracurricular activities may be removed

Any and all of the following privileges are subject to revocation due to excessive tardiness:

- Student parking
- Early release/late arrival
- Field trips
- Dances and other school-sponsored events
- Prom and other senior activities

All students must assume the responsibility for getting to school on time. Questions regarding this policy may be directed to the administration, which can be reached by phoning (860) 314-2777.

A. Excused Tardiness to School:

- o An excused tardy to school missing less than one half the class will be equivalent to a tardy excused to class.
- o An excused tardy to school missing more than half of any class(es) will be equivalent to an excused absence in that class(es) and will be counted toward the maximum number of allowable absences from the class(es).

B. Unexcused Tardiness to School:

- o An unexcused tardy to school missing ten or more minutes of any class(es) will be equivalent to an unexcused absence, a cut, and will be counted toward the maximum number of allowable absences from the class(es).

C. Excused Tardiness/Absence to Class:

- o An excused tardy with a student missing more than half of any class will be equivalent to an excused absence in that class and will be counted toward the maximum number of allowable absences from that class.

D. Unexcused Tardiness/Absence to Class:

- o An unexcused tardy with a student missing ten or more minutes of any class will be equivalent to an unexcused absence, a cut, and will be counted toward the maximum number of allowable absences from that class.

Absences-Exclusion from Co-curricular Activities

If a student is absent from school for any reason, the student will not be allowed to participate in any school activity on the day of the absence. This includes, but is not limited to, being a participant or spectator at athletic contests, practices, rehearsals, concerts, dances, drama productions, club and class activities, or cooperative work activities. For the purposes of participation in co-curricular activities “absent” shall be defined as not being in school for a minimum of four (4) hours. Any exception to this rule must be made with the prior permission of an administrator. Additionally, excessive absenteeism/tardiness may result in the loss of the aforementioned co-curricular activities or other privileges.

If a student is suspended from school, the student is not allowed to participate in any co-curricular activity on the day(s) of suspension. Additionally, students must abide by the policies, rules, and regulations of each team, club, or organization to which the student belongs.

Late Arrival/Early Dismissal Privilege

Late arrival/early dismissal is only for grade 12 students who are in good standing regarding academics, attendance, and behavior. Students are to fill out the late arrival/early dismissal form (can be found in the Main Office), and obtain the appropriate signatures of approval. Students with late arrival are to be in the building and signed in at the Main Office by 8:20 a.m. Students with early dismissal are to sign out in the Main Office at the conclusion of the second to last class of the day and are not to re-enter the building before 2:12 p.m. Late arrival/early dismissal is a privilege that may be taken away at any time at the discretion of the administration.

Leaving Early

Only students with administrative permission may leave school early. A student who needs to leave school early for a necessary appointment must bring a note from a parent to the Main Office **BEFORE** school (7:32 a.m.). The Main Office may call the parent to verify the note and, if the appointment is deemed necessary for school hours, an early dismissal pass will be issued to the student. Any student leaving during the day for an appointment must present a note upon returning to school. If a note is not presented upon the return to school or within THREE school days, it will be considered a cut to the classes the student missed while signed out. In addition, STUDENTS MUST SIGN OUT IN THE MAIN OFFICE BEFORE LEAVING THE SCHOOL BUILDING.

Books and Supplies

Students shall be held responsible for proper care of books and supplies (including school issued Chromebooks). Library books, textbooks and other educational materials are loaned to the students for their use and shall be returned when requested by school authorities. Teachers shall ensure that students take proper care of books. Students must pay the full replacement cost of any book(s) or educational material(s) lost or damaged beyond ordinary wear. If students lose any book(s) during the school year, they must inform the teacher who will issue a replacement book(s) to the student. Students will be subject to a loss of privileges that will include participation in the graduation ceremony, class activities, proms, parking, etc. until the replacement cost of the item is received.

Library books are loaned to students for a period of three (3) weeks and may be renewed at that time. Library materials not renewed or returned are placed on an overdue list. Students with overdue materials will receive an overdue notice. If these items are still not returned, a loss of student privileges will also result.

Bullying, Hazing, & Sexual Harassment: Student Bullying

The Plymouth Board of Education (the “Board”) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

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

Students and parents may file verbal or written complaints concerning suspected bullying behavior and students shall be permitted to anonymously report acts of bullying to teachers and

school administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her right of due process. Board policy and regulation P-5003 contains all procedures and guidelines related to bullying and are available to students and their parents/guardians upon request.

Student Hazing

Hazing activities are seriously disruptive to the educational process in that they involve students and violence or threats of violence. This policy applies to behavior that occurs on or off school property and during and/or after school hours. Hazing will not be tolerated among students of the school district.

Hazing means committing an act against a student or coercing a student into committing an act that creates a risk of harm to the student *in order for him/her to be initiated into or affiliated with a student organization, or for any other purpose.*

Apparent permission or consent by the person being hazed does not lessen the prohibitions contained in this policy. The term hazing includes, but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
- Any type of activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to a risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that is intended to intimidate or threaten a student with ostracism and that subjects a student to stress, embarrassment, shame, or humiliation.
- Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

Any student who believes that he or she has been the victim of hazing, or any person with knowledge of conduct which may constitute hazing, shall make a complaint either orally or in writing immediately to his/her teacher and/or to a school administrator.

The Superintendent of Schools or his designee will make determinations of student hazing and, following a thorough investigation, appropriate action will be taken, if necessary. Such action may include, but is not limited to warning, suspension, exclusion, expulsion, remediation, termination, or discharge.

Sexual Harassment

It is the policy of the Board of Education to create and maintain a learning environment that is free from unlawful sexual harassment and discrimination on the basis of sex. Sexual harassment

is prohibited whether on school grounds, school buses or at school-sponsored activities, programs and events. Sexual harassment can occur adult to student, student to student, between members of the opposite sex, or between members of the same sex.

The Board of Education encourages all persons who feel they have been sexually harassed and persons with knowledge of sexual harassment to report the harassment immediately. All complainants have the right to be free from retaliation of any kind. Complaints of sexual harassment will be promptly investigated.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether physical, verbal or nonverbal, and any other gender-based harassment, whether initiated by students, school employees, or third parties, when:

- Submission to the conduct is made explicitly or implicitly a term or condition of a student's participation in school sponsored activities, or another aspect of the student's education.
- Submission to or rejection of the conduct is used as the basis for decisions affecting a student's academic performance, participation in school-sponsored activities, or any other aspect of a student's education.
- The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile, or offensive educational environment.
- While an exhaustive list is not possible, the following are examples of specific behaviors that could constitute sexual harassment:
 - Unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities, assignments, homework, etc.
 - Any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures, public conversations about sexual activities or exploits; sexual rumors and "ratings lists," howling, catcalls, and whistles; sexually graphic computer files, messages, or games etc.
 - Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating.

Complaint Procedure

Board policy and regulation #5029 contains all procedures and guidelines related to sexual harassment, and are available to students and their parents/guardians upon request. Any student who believes that he or she has been the subject of sexual harassment should immediately make a complaint either orally, or in written form, to a teacher or school administrator. Sexual harassment complaints will be investigated within fourteen (14) calendar days in the same manner as any other allegation of misconduct. Anyone found to have engaged in sexual

harassment will be subject to disciplinary action in keeping with the established policies, regulations, and rules of the school district.

Cafeteria

The Terryville High School cafeteria is open for breakfast before the start of first period (7:20-7:32) and during the 3 lunch shifts taking place during the 4th period of the day (10:41 a.m.-12:06 p.m.). The cafeteria is also a setting for numerous study halls and other structured activities.

The cafeteria setting can provide a number of appropriate social opportunities for students. With these opportunities come also a number of responsibilities to which students must adhere. The same rules as outlined in the Terryville High School Code of Conduct also apply to the cafeteria. In addition, **students are responsible for the general cleanliness of the area.** Students are expected to throw away any trash found in their area as part of the cleanup process, **whether or not it is theirs.** Students who abuse the cafeteria setting will be restricted in their use of this facility and/or be subject to a disciplinary response/consequence.

Computer / Internet Use / Social Networking

Students must comply with Board of Education Policy regarding computer and internet use, social networking as well as any other procedures established by the classroom teacher and/or Plymouth District Technology Department. Inappropriate use or failure to comply with any teacher's instructions related to the use of computers may result in a disciplinary response/consequence, including loss of user privileges.

Distributing or Displaying Materials

All materials which are distributed or displayed within the Terryville High School building must be submitted to the office and stamped for approved distribution or posting.

Dress Code

Each student in the Plymouth Public Schools has the responsibility of dressing in appropriate attire with respect to neatness, decency, modesty, health, and safety. Through their dress, students will demonstrate respect for themselves, their fellow students, and for the educational process.

When choosing a student's outfit for school, students and parents should keep in mind that their choice of clothing can affect the learning environment and will be judged along more formal rather than informal guidelines. Summertime clothing or other types of casual or similar dress should not be worn if it is going to be considered unsafe, disruptive to the school setting, or is deemed to be excessively immodest or indecent. Shorts, skirts, and shirts should be of an adequate length and construction so as to not excessively expose the upper thigh, navel, stomach, or lower back. In addition, clothing meant to be worn as an undergarment should not be worn as an outer garment. All clothing shall be worn in a manner that does not expose underwear. Also, at no time will tops be allowed which excessively expose a bare midriff.

Clothing with offensive language, messages, or illustrations is not allowed. The term offensive includes, but is not limited to, any wording or symbols that advertises or promotes the imagery of alcohol, tobacco, or other drugs, or which debase or negatively portray any individual or group through cultural, political, racial, religious, sexual, or other innuendo. Also included are

types of clothing that contain violence, hate, or death messages.

All students who are sent for a review of their outfit must report to the main office immediately. **The administration will decide if the outfit is in compliance with the spirit of the dress code and make the final determination regarding whether the student may return to class or needs to change into more appropriate apparel.**

Sunglasses are prohibited unless medical documentation is provided.

The Board of Education requires students to dress in clothing appropriate to the school setting and which is conducive to teaching and learning.

Restrictions on freedom of student dress may be applied whenever the mode of dress in question such as; is unsafe for the student or those around the student; is disruptive to school operations and the education process in general and is contrary to law.

No restrictions on freedom of dress and adornment will be imposed which reflect discrimination as to civil rights; enforce particular religious tenets; and do not fall within the direct or implied powers of the Board of Education.

In addition to all of the above, the following criteria will be used for **formal and semi-formal dances**:

- Thin straps or strapless dresses are allowed.
- Dress hem lengths ***and dress slits*** may not rise above fingertips including when dancing.
- The front of the dress must not fall below the bra line; the back of the dress must not fall below the waist.
- Cut outs are restricted to the back of the dress ONLY and should not expose the side or midriff.
- Footwear needs to be on at all times during the dance. If you think your shoes will become uncomfortable during the dance, bring flip flops or other shoes.

If you have any question regarding the appropriateness of the dress prior to purchasing it, please see your class advisors.

Electronic Devices

Possession or use of laser pointers by students on school grounds is not allowed.

No student may record, photograph, or videotape within the school setting without prior permission from a teacher or administrator.

The use of Chromebooks, laptops, or any other computer based device within the classroom is at the discretion of the teacher.

Any student who is found to be in violation of these rules will be referred to the main office.

Cell Phones

Use of cell phones, earbuds, and headphones are prohibited during class time. Students who choose to bring these items to school, do so at their own risk. The expectation at THS is that students enter each class with their phone away and earbuds/headphones are out/off of their ears. If a student refuses to put away a cell phone or remove earbuds/headphones when requested by a teacher or staff member, the student will be referred to the main office. The first offense will result in a warning. The second offense will result in the phone/earbuds/headphones being confiscated for the remainder of the day- to be picked up by the student at the end of the school day. The second offense will result in an after school detention. The third offense will result in the phone/earbuds/headphones being confiscated- to be picked up by the parent at the end of the day. Confiscated phones/earbuds/headphones will be kept locked in a drawer in the main office. Additional offenses will result in In School Suspension and confiscation of the device. If a pattern develops, a parent meeting may be requested.

Students may check their cell phones during passing time, or use them appropriately during assigned study halls or lunch waves.

Fundraising Activities

Any club, class, organization, group, or team must receive prior approval from the school administration before commencing any fundraising activities.

Lockers

Hallway lockers will be assigned to students by the homeroom teacher on the first day of school. Students are advised to keep their locker combinations confidential and to keep lockers secure and closed since the school is not responsible for anything taken from them. Students are not allowed to write on, or deface in any manner, the front of their lockers.

Gym lockers are made available to students as a place to store items during their PE class. Students should follow the directions of their PE instructor concerning the best way to secure their personal possessions. Please note that the school is not responsible for any personal item(s) taken from any locker or the PE Locker Rooms.

Search

DESKS AND SCHOOL LOCKERS

Students are prohibited from bringing to school items or substances that would disturb the educational function of the school, or that are prohibited by board policy, school rules, or law. Substances in this category include, but are not limited to weapons, clubs, explosives, firecrackers, ammunition, chemicals, matches, alcoholic beverages, drugs, and drug paraphernalia. All lockers, as well as desks, are the property of the Plymouth Board of Education and may be open for inspection at any time. They are subject to search. No student shall keep or store in any assigned area any item, the possession of which is illegal or in violation of board policy or school rules or which endangers the health, safety or welfare of members of the school community.

STUDENT SEARCH

A student may be searched if there are reasonable grounds for suspecting that the student has violated or is violating the law or the rules of the school.

Smoking Policy

The Plymouth Board of Education prohibits smoking on school property at any time. Therefore, student possession, use, and/or distribution of tobacco products or facsimile (e.g., e- cigarette and vaporizers) are banned at any time on school property or at any and all school activities (on or off campus).

Student Visitors

Students from other schools are not permitted in the building or on school grounds during the school day without prior permission from an administrator.

Study Halls

Rules for study halls:

- o Students should bring work or reading materials to the study hall.
- o Responses/consequences for cuts and tardies will be the same as presently exist for classes.
- o **Students will not be allowed to leave their study hall without having first obtained a pass.**
- o **Students who wish to use the library must first obtain a pass from one of their classroom teachers or the librarian.**
- o **See page 9 for Supported Study Hall Guidelines**

Vandalism

Students and their parents or guardians are personally liable for any damage done to school property or equipment. Students will also be subject to discipline which may include suspension, expulsion, and/or police referral.

IV. Disciplinary Measures

Rules for Administrative Assigned Detention

Rules for administrative assigned detention are:

- a. After school office detention will be held on Thursdays from 2:15 to 3:15 PM.
- b. The administrator will assign the detention date. Once a date is chosen, the student has the responsibility to arrange his/her personal schedule, transportation needs, etc. Any request to change a detention date should be requested, in writing, **prior to** 10:00 a.m. of the scheduled detention day. Please note that work experience, early dismissal, and employment requests will **NOT** be approved. The administration will research and then approve or deny the request.
- c. Students who are absent on the day of a detention will serve that detention as reassigned.
- d. Students who are late to detention, cut detention, or who misbehave during detention will be assigned additional detentions or may be suspended from school.
- e. Students are expected to use detention time productively. Students are encouraged to bring school work to do during the detention time. The detention room must remain quiet at all times.
- f. Students are not allowed to use iPods, cell or smart phones, or other electronic or entertainment devices during detention. Chromebook use may be permitted by the detention supervising teacher, based on instructional need. At any time the supervising teacher feels the Chromebook is being misused, the student will be asked to put their Chromebook away and take out a different source of school work.

Removal / Suspension / Alternative to Suspension / Expulsion

REMOVAL

Teachers may remove students from class for disruptive conduct in the classroom. Any student removed from class must report directly to the Main Office

SUSPENSION

“Suspension” means exclusion from school privileges or transportation services for no more than ten consecutive school days. Action taken to suspend must be done by an administrator who shall have the sole right to determine whether the suspension is “in-school” or “out-of-school.”

An authorized member of the administrative staff may suspend a student from school privileges for conduct which endangers persons or property or is seriously disruptive of the educational process or for conduct which violates a publicized policy of the Board or Board rules including rules of conduct set forth in student handbooks. The administration is also authorized to impose in-school suspension and suspension from transportation services for disciplinary reasons.

A student shall not be suspended more than ten consecutive school days for any one incident. No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless the student is granted the kind of formal hearing that would be provided prior to expulsion.

Students may not be suspended without an informal hearing before the building principal or his/her designee unless the principal determines that an emergency situation exists. Nothing in Board policy or administrative regulation shall preclude the convening of a formal hearing if circumstances warrant. In determining the length of suspension, the principal or his designee may receive and consider evidence of past disciplinary problems which have led to removal from the classroom, suspension, or expulsion of the student.

Whenever an authorized member of the administrative staff suspends a student, that person shall inform, within twenty-four hours, the superintendent or the superintendent's designee of the name of the student, the disciplinary action taken, and the reason therefore.

A suspended student shall be given the opportunity to complete any class work, including examinations, which were missed during the suspension period. Students who are suspended can make arrangements with their administrator to have class work given to them during the suspension period. The student is responsible for completing all missed schoolwork, including physical education classes.

Students who are suspended three times or more during a school year may have co-curricular activities and privileges revoked. Students who are suspended six times during a school year will be formally notified that any additional suspension will result in the recommendation of an expulsion hearing to the Superintendent of Schools.

EXCLUSION FROM STUDENT ACTIVITIES WHILE UNDER SUSPENSION

Students may not participate in any game, contest, or school activity while under suspension, nor may a student appear on school grounds or at a school activity without prior administrative approval on any day while suspended.

EXPULSION

“Expulsion” means exclusion from school for more than ten consecutive days, but not more than one hundred eighty consecutive days.

The Board of Education may expel any student whose conduct endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board or Board rules including rules of conduct set forth in student handbooks.

The Board recognizes its obligation to offer any student under the age of sixteen who is expelled an alternative educational opportunity during the period of expulsion. A parent or guardian of such a student may decline any such offer notwithstanding the provisions of S10-184 of the General Statutes.

Any expelled student who is between the ages of sixteen and eighteen and who wishes to continue his/her education shall be offered an alternative educational opportunity if he/she complies with conditions established by the Board. Such alternatives may include, but shall not be limited to, the placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. In determining the nature of the alternative educational opportunity to be offered under this section, the Board may receive and consider evidence of past disciplinary problems which have led to the removal from a classroom, suspension, or expulsion.

The Board may refuse to offer an alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons where it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property a dangerous instrument or (b) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in subdivision (9) of S21a-240 of the General Statutes, whose manufacture, distribution, sale, prescription, dispensing, transporting, or possessing with the intent to sell or dispense, offering, or administration is subject to criminal penalties under SS21a-277 and 21a-278 of the General Statutes.

If the Board expels a student for the sale or distribution of such 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 the agency of its action. The Board shall give the name of the student and a summary of the Board's action in so referring the student to the Commissioner of Education within thirty days after the student is expelled.

In accordance with the Plymouth Board of Education policy, 5022, grounds for expulsion may include any violation of school policies or rules that occur on or off school property, on school transportation vehicles, while boarding or exiting the bus, or at any school-sponsored activity.

NOTE: A copy of the Suspension / Expulsion regulations is available from the principal.

The Behavioral Referral Process

When a student is referred to the office, an administrator will seek information from the student regarding the incident involved. Student behavioral referrals will be evaluated based on the particulars involved in each situation. Moreover, the administration will strive for consistency in its responses to student violations of the Terryville High School Code of Conduct. The administrator will determine the severity of the violation to the Code of Conduct and the nature and length of the response/consequence.

Violations of the Terryville High School Code of Conduct fall into three different levels dependent upon the severity of the disruption to the overall mission of our school. While all of the behaviors found on the following list are serious, **those found under Levels Two and Three Conduct Violations represent the most serious disruptions** to our school climate. The list found below identifies behaviors that have occurred with some frequency in the past.

It does not represent the wide range of all inappropriate actions which might require a disciplinary response/consequence from the Terryville High School administration. In such instances, when a student's conduct does not appear under any particular conduct level, an administrator will decide upon the appropriate response/consequence consistent with the sanctions imposed by this process and based upon the circumstances involved. Please be aware that repeated violations of any action could lead to increasingly more serious consequences. **In addition to school disciplinary responses/consequences, police referral may also result when behaviors are determined to be in violation of local, state, or federal statutes.** The following is a list of possible responses or consequences that may be assigned to students whose behaviors are not in compliance with the Terryville High School Code of Conduct.

POSSIBLE RESPONSES TO LEVEL THREE BEHAVIORS

- Removal from class
- In-School Suspension
- Suspension
- Recommended Expulsion Hearing

POSSIBLE RESPONSES TO LEVEL ONE AND LEVEL TWO BEHAVIORS

- Warning
- Letter of apology
- Assignment of a mentor
- Behavioral analysis and action plan
- Establishment of a contract/positive reinforcement system
- Parent conference
- School-based community service
- Loss of privileges
- Supervised lunch/study hall
- Suspension from a school bus
- Early morning detention
- After school detention
- Removal from class
- In-School Suspension
- Suspension
- Recommended Expulsion Hearing

LEVEL ONE CONDUCT VIOLATIONS

FAILURE TO:

- REPORT TO A SCHEDULED APPOINTMENT
- SIGN-IN AT THE MAIN OFFICE WHEN ARRIVING LATE TO SCHOOL
- SIGN-OUT WHEN LEAVING SCHOOL WITH PERMISSION

The above items are the student's responsibility as it relates to attendance issues. Students engaged in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

PUBLIC DISPLAYS OF AFFECTION

Students should not engage in public displays of affection which may be considered either disruptive or a distraction to a school educational setting. A referral to the office related to these types of displays will result in a conference with an administrator. Repeated violations can result in a disciplinary response/consequence.

BEING OUTSIDE THE CLASSROOM, CAFETERIA, LIBRARY, OR STUDY HALL DURING CLASS TIME WITHOUT A PASS

When a student asks to go anywhere in the school during the school day, he/she must have both permission from a staff member and a pass. Students who engage in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

VIOLATION OF THE SCHOOL RULE REGARDING THE USE OF ELECTRONIC AND OTHER DEVICES

There are many electronic devices that have become a part of our daily lives and are available to students such as iPods, smartphones, cell phones, laptop computers, cameras, camcorders, etc. Students should be aware of the rules regarding their use. Possession or use of laser pointers by students is not allowed on school grounds. In addition, no student may record, photograph, or videotape within the school setting without prior permission from a teacher or administrator. Violations in this area will be referred to the office for investigation and an appropriate response/consequence.

INAPPROPRIATE BEHAVIOR IN HALLWAY, CAFETERIA, AND COMMON AREAS

Students are expected to demonstrate appropriate behavior at all times in common areas such as the hallways and the cafeteria. The administration is willing to discuss with students any concerns they may have related to behavior in common areas. Reported incidents of disruptive behavior in these areas will be reviewed by the administration. Students who engage in this type of behavioral violation will be subject to an investigation that will lead to a disciplinary response/consequence.

Student Privilege Revocation

Attendance at athletic contests, club and class activities, dances, proms, participation in the graduation ceremony, and parking on school grounds are privileges awarded to students. A student's loss of the privilege to attend activities and additional privileges sponsored by Terryville High School may result from inappropriate behavior that results in a disciplinary

consequence which occurs during the school day, on school grounds at any time, or at school sponsored activities.

Any student who engages in three inappropriate behaviors where the administrative response is suspension will lose class activities, dances, prom, and parking privileges.

Disciplinary consequences for involvement with alcohol or other illegal substances may result in exclusion from attendance at athletic, club, or class activities in addition to the disciplinary consequence for the behavior.

LEVEL TWO CONDUCT VIOLATIONS

INAPPROPRIATE BEHAVIOR DIRECTED TOWARD ANOTHER STUDENT

Students are expected to demonstrate appropriate behavior towards each other at all times both in and out of the classroom, at school functions, and on school grounds. Incidents of inappropriate behavior, which are directed toward another student (e.g., *harassing, threatening, intimidating, pushing, spitting, slapping*) will be reviewed by the administration for a response/consequence. The administration is also willing to discuss with any students concerns they may have related to this topic. Students who engage in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

UNEXCUSED ABSENCE TO CLASS/STUDY HALL (CUTS)

Attendance in class and study hall is expected of all students. When a student has a reasonable request to report elsewhere (e.g., to guidance) he/she must first report to and request permission from the teacher to whom they are assigned that period. Students will be referred to the office at every instance of an unexcused absence to class or study hall. Students engaged in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

UNEXCUSED ABSENCE TO AN AFTER-SCHOOL DETENTION

If a student is assigned to an after school detention, he/she is expected to serve it on the agreed upon date. Special requests to change a scheduled detention date must be made in the main office by no later than 10:00 a.m. on the day it is to be served. Students, whose absences from detention are considered unexcused, will be referred to the office for additional consequences.

DELIBERATE REFUSAL TO OBEY A MEMBER OF THE SCHOOL STAFF, AND OR POLICIES OF THE SCHOOL OR BOARD OF EDUCATION.

Students are expected to cooperate with staff members at all times. The administration is willing to discuss with a student any concerns he/she may have in this regard. However, students engaged in a willful refusal to obey a member of the school staff (e.g., failure to report to the main office), will be referred to their administrator and be subject to an investigation that can lead to a disciplinary response/consequence.

DISRUPTIVE BEHAVIOR / SCHOOL PRANKS

Students are expected to demonstrate appropriate behavior at all times both in and out of the classroom, at school functions, and on school grounds. Reported incidents of disruptive behavior or school pranks will be reviewed by the administration. Students who engage in any

inappropriate activities of this type will be subject to an investigation that can lead to a disciplinary response/consequence.

FORGING SIGNATURES/TAMPERING WITH DOCUMENTS

Documents related to students, such as attendance reports, hall passes, and parental/medical notes are considered to be official correspondence. Incidents of forgery or tampering with these types of documents will be reviewed by the administration. Students who engage in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

LEAVING SCHOOL WITHOUT PERMISSION

For purposes of safety, students are never allowed to leave school without permission. When a student has a reasonable request to leave the building (e.g., to go to his/her car), he/she must first report to the main office and request permission. If granted, the student will then have to follow the procedures established by that office. Students who leave the school building without permission will be referred to the office and will be subject to an investigation that can lead to a disciplinary response/consequence.

ILLEGALLY PARKING ON SCHOOL GROUNDS

Parking on school grounds is by permit only and is a privilege awarded to junior and senior students who maintain good standing* throughout the school year. Any other students who park on school grounds during school hours without an official permit issued to them by the school administration will be subject to an investigation that will lead to a disciplinary consequence.

*Refer to Student Parking, for definition of “good standing.”

DISRESPECT, USE OF PROFANITY/VULGARITY, ABUSIVE LANGUAGE, OR INAPPROPRIATE GESTURES IN THE SCHOOL SETTING OR DIRECTED TOWARD ANY STUDENT OR STAFF MEMBER

Students are expected to demonstrate appropriate behavior at all times both in and out of the classroom, at school functions, and on school grounds. Reported incidents of disrespect, profanity, vulgarity, and other forms of inappropriate communication will be reviewed by the administration. Students who engage in this type of behavioral violation will be subject to an investigation that will lead to a disciplinary response/consequence.

UNEXCUSED TARDINESS TO SCHOOL (After 7:32 a.m.)

Being on time at the start of the school day is expected of all students. When a student is tardy to school prior to 7:40 am they should report directly to their first period class where. After 7:40 am students should report to the main office to check in and receive a pass to enter class. Incidents of repeated unexcused tardiness will be referred to the office. Students engaged in this type of behavioral violation will be subject to an investigation that can lead to a disciplinary response/consequence.

UNEXCUSED TARDINESS TO CLASS/STUDY HALL

Being on time for the start of class/study hall is expected of all students. When a student is tardy, it disrupts the teaching/learning environment. Students, whose tardiness is repeatedly

unexcused, will be subject to an investigation that can lead to a disciplinary response/consequence.

TARDINESS TO OR MISBEHAVIOR IN AN AFTER SCHOOL DETENTION

When a student is assigned to an after school detention, he/she is expected to arrive by 2:25 p.m. and behave appropriately. Students who are tardy to or misbehave in an after-school detention will be referred to the office for additional consequences.

LEVEL THREE CONDUCT VIOLATIONS

FIGHTING (Mutual)

When any student senses that a conflict with another student is escalating, it is important that he/she seek the help of those staff members who can help mediate the situation (i.e., school social worker, guidance counselor, and administrator). Students who engage in fighting will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

ASSAULT (Physical attack on a student)

When any student senses that tensions with another student exist and are building up, it is important to seek the help of those staff members who can help mediate the situation (i.e., school social worker, counselor, and administrator). If the conflict results in one student physically attacking another, the students involved will be referred to the administration. The student who physically attacked another student will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

POSSESSION OF ANY KIND OF DANGEROUS INSTRUMENT, WEAPON, KNIFE, FIREARM, BLACKJACK, OR ANY OTHER DEVICE CLASSIFIED AS A WEAPON OR DEADLY WEAPON

Board of Education Policy and current school law clearly state that any dangerous instruments, weapons, or deadly weapons are not allowed on school grounds at any time. Involvement with a deadly weapon off school grounds can also result in a disciplinary response from the school. Students engaged in behaviors such as these will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

UNAUTHORIZED POSSESSION, SALE, DISTRIBUTION, OR CONSUMPTION OF MEDICATIONS, DRUGS, DRUG PARAPHERNALIA, NARCOTICS, OR ALCOHOLIC BEVERAGES

Behaviors of this type are a clear violation, in most cases, of both law and school policy. This includes, “over-the-counter” drugs as well as other forms of drugs, alcohol, or narcotics. Students should consult with the school nurse for questions related to medications. Students engaged in behaviors such as these will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

BLACKMAILING, THREATENING, OR INTIMIDATING A MEMBER OF SCHOOL

COMMUNITY (TEACHER, PEER, CAFETERIA WORKER, BUS DRIVER, ETC.), INCLUDING THREATS AGAINST THE SCHOOL

There are many ways to resolve conflict with members of the school staff. The administration is an excellent resource in matters of conflict resolution. At no time will students be allowed to treat any staff member in a highly inappropriate, openly defiant manner. Students who engage in behaviors of this type will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

BULLYING OR HAZING BEHAVIORS DIRECTED TOWARD ANOTHER STUDENT OR STUDENTS

Inappropriate behavior will never be tolerated at Terryville High School. There are many ways to resolve conflict with other students. The administration can be an excellent resource in matters such as these. At no time will students be allowed to treat other students in a highly inappropriate manner. Students engaged in behaviors of this type will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

GROSS INSUBORDINATION. BEHAVIOR WHICH IS OPENLY DEFIANT OR SERIOUSLY DISRUPTIVE TO THE EDUCATIONAL PROCESS.

Students are expected to cooperate with staff members at all times. The administration is willing to discuss with a student any concerns he/she may have in this regard. However, students engaged in openly defiant behavior will be subject to an investigation that can lead to suspension, a referral to the police, and/or an expulsion hearing.

VIOLATION OF ANY PLYMOUTH BOARD OF EDUCATION POLICY, TERRYVILLE/PLYMOUTH TOWN ORDINANCE, CONNECTICUT, OR FEDERAL LAW

There are many written policies that govern any organization such as the public schools. Students must have a familiarity with all policies that govern their behavior. Examples of serious behavioral violations in this area would include

- CALLING IN OR HAVING INVOLVEMENT IN THE REPORTING OF A FALSE BOMB SCARE.
- WILLFULLY CAUSING OR HAVING INVOLVEMENT IN A FALSE FIRE ALARM.
- DAMAGE OR THEFT OF ANY SCHOOL OR PRIVATE PROPERTY.
- ORGANIZING A WALK-OUT, SIT-IN, OR OTHER TYPE OF DEMONSTRATION THAT DISRUPTS THE EDUCATIONAL PROCESS.
- VANDALIZING CARS ON SCHOOL GROUNDS.
- SMOKING, POSSESSION OF A LIT CIGARETTE OR OTHER TOBACCO PRODUCTS OR FACSIMILE ON SCHOOL PROPERTY.

Students engaged in behaviors of this type will be subject to an investigation that can lead to suspension, a referral to the police, restitution for school property and/or an expulsion hearing.

Plymouth Public Schools Code of Conduct
Eli Terry Jr Middle School & Terryville High School

Level One Conduct Violations

VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Failure To Report To A Scheduled Appointment	Warning	After school detention	After school detention (multiple days)
Failure To Sign-in At The Main Office When Arriving Late To School	Warning	After school detention	After school detention (multiple days)
Failure To Sign-out When Leaving School With Permission	Warning	After school detention	After school detention (multiple days)
Public Displays Of Affection	Warning	After school detention	After school detention (multiple days)
Being Outside The Classroom, Cafeteria, Library, Or Study Hall During Class Time Without Permission	Warning	After school detention	After school detention (multiple days)

Violation Of The School Rule Regarding The Use Of Electronic And Other Devices Note: larger offenses would fall in level two or three conduct violations	Warning	After school detention	After school detention (multiple days)
VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Violation of Cell Phone/Earbud/Headphone Policy- Failure To Put Away In Class	Warning	Confiscation & after school detention. Student can pick up device at the end of the day	Confiscation & after school detention/ISS. Parent can pick up device at the end of the day
Tardies to School- As Measured Per Quarter	At 5 tardies- student receives a warning email	At 10 tardies student assigned after school detention	20+ tardies- student assigned detention and meets with admin to discuss privileges
Tardiness to class	Teacher warning	Teacher assigned detention and parent contact	Referral to main office and assigned after school detention
Inappropriate Behavior In Hallway, Cafeteria, and Common Areas	Beginning with a warning, may warrant an after school detention or ISS depending on the severity	Teacher/Office/ Lunch detention or ISS depending on the severity	Teacher/Office/ Lunch detention or ISS depending on the severity
Dress Code Violations	Warning and request not to wear item to school again or request to change	After school detention	After school detention

**Plymouth Public Schools Code of Conduct
Eli Terry Jr Middle School & Terryville High School**

Level Two Conduct Violations

VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Inappropriate Behavior Directed Toward Another Student	Beginning with a warning, may warrant an after school detention or ISS depending on severity	Beginning with an after school detention, may warrant 1 or more days of ISS depending on severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on severity
Unexcused Absence To Class/Study Hall (Cuts)	After school detention	After school detention	Half-day ISS
Unexcused Absence To An After-school Detention	Detention rescheduled, 2nd detention assigned	Half-day ISS	1 day ISS
Deliberate Refusal To Obey A Member Of The School Staff, And Or Policies Of The School Or Board Of Education	Beginning with a warning, may warrant an after school detention or ISS depending on severity	Beginning with an after school detention, may warrant 1 or more days of ISS depending on severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on severity

Disruptive Behavior / School Pranks	Beginning with a warning, may warrant an after school detention or ISS depending on severity	Beginning with an after school detention, may warrant 1 or more days of ISS depending on severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on severity
VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Forging Signatures/Tampering With Documents	Beginning with a warning, may warrant an after school detention or ISS depending on severity	Beginning with an after school detention, may warrant 1 or more days of ISS depending on severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on severity
Leaving School Without Permission	Beginning with an after school detention, may warrant a half-day ISS depending on the length of the cut	Half-day ISS	1 day ISS
Illegally Parking On School Grounds	Warning	After school detention	Half-day ISS and potential towing of the vehicle
Disrespect, Use Of Profanity/Vulgarity, Abusive Language, Or Inappropriate Gestures In The School Setting Or Directed Toward Any Student Or Staff Member	Beginning with an after school detention, may warrant 1 or more days of ISS depending on the severity	Beginning with a half-day ISS, may warrant 1 or more days of ISS depending on the severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on the severity

Unexcused Tardiness To School	Every 5 results in an after school detention	Every 5 results in an after school detention	Every 5 results in an after school detention
Unexcused Tardiness To Class/Study Hall	Teacher warning	Teacher detention	Teacher refers to administration, after school detention assigned
VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Tardiness To Or Misbehavior In An After School Detention	Beginning with a warning, depending on severity student may be dismissed and re-referred to the administration	Beginning with a half-day ISS, may warrant 1 or more days of ISS depending on severity	Beginning with 1 day ISS, may warrant 2 or more days of ISS depending on severity
Possession or use of Tobacco, Tobacco Products, Electronic Cigarette and/or Vapes, Vaping	Suspension beginning with 1/2 day ISS, level of severity may warrant additional days of suspension, either in-school or out, may be treated as a Tier 3 violation pending substance identification	1 days ISS, level of severity may warrant additional days of suspension, either in-school or out, may be treated as a Tier 3 violation pending substance identification	2 days ISS, level of severity may warrant additional days of suspension, either in-school or out, may be treated as a Tier 3 violation pending substance identification
Intentional Damage To School Property (Including School-Issued Chromebooks)	Assigned detention or ISS depending on severity. Potential invoice to fix/replace	Assigned detention or ISS depending on severity. Potential invoice to fix/replace	Assigned detention or ISS depending on severity. Potential invoice to fix/replace

Plymouth Public Schools Code of Conduct
Eli Terry Jr Middle School & Terryville High School

Level Three Conduct Violations

VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Fighting (Mutual)	Suspension beginning with a combination of 2 days OSS and 3 days ISS, level of severity may warrant additional days of suspension in-school or out and police involvement	Suspension beginning with a combination of 5 days OSS and 5 days ISS, level of severity may warrant additional days of suspension in-school or out and police involvement	Suspension of 10 days OSS, police involvement, and referral to the Superintendent
Assault (Physical Attack On A Student)	Suspension beginning with a combination of 2 days OSS and 3 days ISS, level of severity may warrant additional days of suspension in-school or out and police involvement	Suspension beginning with a combination of 5 days OSS and 5 days ISS, level of severity may warrant additional days of suspension in-school or out and police involvement	Suspension of 10 days OSS, police involvement, and referral to the Superintendent

Possession Of Any Kind Of Dangerous Instrument, Weapon, Knife, Firearm, Blackjack, Or Any Other Device Classified As A Weapon Or Deadly Weapon	Suspension of 10 days OSS, police involvement, and referral to the Superintendent	Suspension of 10 days OSS, police involvement, and referral to the Superintendent	Suspension of 10 days OSS, police involvement, and referral to the Superintendent
Unauthorized Possession, Sale, Distribution, Or Consumption Of Medications, Drugs, Drug Paraphernalia, Narcotics, Or Alcoholic Beverages	Suspension of 10 days OSS, police involvement, and referral to the Superintendent	Suspension of 10 days OSS, police involvement, and referral to the Superintendent	Suspension of 10 days OSS, police involvement, and referral to the Superintendent
VIOLATION	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Blackmailing, Threatening, Or Intimidating A Member of School Community (Teacher, Peer, Cafeteria Worker, Bus Driver, Etc.), Including Threats Against The School	Suspension beginning with a combination of 2 days OSS and 3 days ISS, level of severity may warrant additional days of suspension in-school or out, police involvement, and/or referral to the Superintendent	Suspension beginning with a combination of 5 days OSS and 5 days ISS, level of severity may warrant additional days of suspension in-school or out, police involvement, and/or referral to the Superintendent	Suspension of 10 days OSS, police involvement, and referral to the Superintendent
Bullying, Harassment, or Hazing Behaviors Directed Toward Another Student Or Students (Includes online incidents)	Suspension beginning with 3 days ISS, level of severity may warrant additional days of suspension, either in-school or out and police involvement	Suspension beginning with 5 days ISS, level of severity may warrant additional days of suspension, either in-school or out, police involvement, and/or referral to the Superintendent	Suspension beginning with 8 days ISS, level of severity may warrant additional days of suspension, either in-school or out, police involvement, and/or referral to the Superintendent

Gross Insubordination. Behavior Which Is Openly Defiant Or Seriously Disruptive To The Educational Process	Suspension beginning with 2 days ISS, level of severity may warrant additional days of suspension, either in-school or out.	Suspension beginning with 3 days ISS, level of severity may warrant additional days of suspension, either in-school or out.	Suspension beginning with 5 days ISS, level of severity may warrant additional days of suspension, either in-school or out.
Violation Of Any Plymouth Board Of Education Policy, Terryville/Plymouth Town Ordinance, Connecticut, Or Federal Law	Suspension beginning with 3 days ISS, level of severity may warrant additional days of suspension, either in-school or out, police involvement, and/or referral to the Superintendent	Suspension beginning with 5 days ISS, level of severity may warrant additional days of suspension, either in-school or out, police involvement, and/or referral to the Superintendent	Suspension beginning with 8 days ISS, level of severity may warrant additional days of suspension, either in-school or out, police involvement, and/or referral to the Superintendent

V. Safety Policy and Procedures

Evacuation Drills

When the alarm is sounded indicating a fire emergency or drill, students will leave their room following the directions, at all times, of their teacher(s) or of the person(s) in charge. Except for personal items, students will leave all books, papers, etc., in the room. Students must exit the building in an orderly manner.

Code Lock / Exterior Lock

- In keeping with the Plymouth Public Schools Emergency Operations Plan, when an announcement is made indicating the school is in either a “MEDICAL LOCK-DOWN, stay put” or “LOCK-DOWN, immediate threat” operational mode, all students and staff will stay/go into the nearest room. The goal is to make the school look deserted within 30 seconds.
- During a “MEDICAL LOCK-DOWN” mode, all doors should be closed and locked, students and staff must remain in their classrooms, and instruction is to continue. An ALL CLEAR announcement will be made at the conclusion of the event by a member of the administrative staff.
- During a “LOCK-DOWN” mode, all doors should be closed and locked, lights should be off, students and staff should be completely out of sight of all doors and windows, and silence must be maintained. In this type of response only the police should let the

staff and students know that the building is again safe. ****Action by staff and students should be taken against an intruder as a last resort for safety****

VI. Student Life

School Spirit

As a student at Terryville High School, you will be provided with an opportunity to participate in numerous school activities. The role you play is an important one to you, not only as an individual, but to your class and school as well.

School spirit is the pride you demonstrate in your daily activities and loyalty shown to your classmates. Spirit is your willingness to work for the betterment of your school, showing enthusiasm and understanding for others. Demonstrating good school spirit means always acting in a manner which promotes a positive image of Terryville High School.

Student Parking

Parking during the school day is available to members of the *junior* and *senior classes* who are in good standing at the beginning of the academic year and maintain their good standing throughout the school year. “Good Standing” is defined as students having:

- earned a minimum of 12.5 credits for juniors, and 19 credits for seniors
- maintaining at least a 70 average in all classes
- maintained a clean disciplinary record or one which reflects minimal office referrals that result in disciplinary responses/consequences
- good attendance record as outlined in the attendance policy and tardiness policy
- NO unmet textbook obligations, i.e. damaged or not returned after course completion

Junior and Seniors who want to apply for a parking permit must register with the Main Office by filling out an application, presenting a copy of their Connecticut Driver's license, presenting both the registration and vehicle they will be driving to school, and submitting the \$25.00 yearly non-refundable parking fee. **Once they are assigned a permit, it must be displayed on the vehicle's rear view mirror while the car is parked on school grounds.** Lost or stolen permits must be reported to the Main Office and will be replaced at a cost of \$5.00. Any junior or senior whose parking permit is revoked for any reason (e.g., reckless driving, repeated office referrals, etc.) must return his/her permit to the administration. **Students will be assigned a numbered parking space in the bottom two levels of the front lot only – no student parking is permitted in the top level of the front lot or in the back lot.** All members of the student body may park on school grounds for school-related activities after 2:15 PM.

Parking privileges may be revoked at any time at the administrator's discretion. The school or Board of Education is not responsible for damages or vandalism to student automobiles. Unauthorized vehicles will be towed at the owner's expense.

Participation in Athletics and other Co-Curricular Activities

Participation in athletics or co-curricular activities at Terryville High School is a privilege and demands certain commitments and responsibilities. The school system and community have a high level of expectations for the students who represent the schools. Therefore, it is expected that student athletes and participants in other co-curricular activities shall conform to the behavioral norms of the school, the rules and regulations established here and in the THS Athletic Handbook and any other published or established rules or regulations applicable to a particular activity. These expectations relate to student behaviors both in and out of season and on and off school grounds. Not meeting these expectations could result in suspension or dismissal from an athletic team or activity.

CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE (CIAC) **ELIGIBILITY RULES**

A Digest of the Rules for Student Athletes

ATTENTION ATHLETES.....you are NOT ELIGIBLE:

1. If you are not taking at least four (4) units of work or the equivalent; (Rule I.).
2. If you have not passed at least four (4) units or the equivalent at the end of the last regular marking period, with the exception of fall eligibility* (Rule I.A.).(Note school policy)
3. If you are nineteen (19) years of age before July 1 (Rule II.B.).
4. If you have changed schools without a change of legal residence (Rule II.C.)
See complete Rule for exceptions.
5. If you have played the same sport for more than four (4) seasons in grades 9, 10, 11, and 12. There is no fifth year of eligibility.
6. If you play/practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E.)

The exception to Rule II.E. shall be

- a. Participation in parent-child tournaments and caddy tournaments. Exceptions may be made to this regulation.
- b. Swimming, tennis, gymnastics - a pupil may practice but not compete with a non-CIAC team during the season.
7. If you play under an assumed name on an outside team (Rule II.F.).
8. If you receive personal economic gain for participation in any CIAC sport (Rule II.F.)

Consult your Principal or Director of Athletics for any inquiries regarding athletic eligibility.

NOTE: Ineligibility at the start of a fall, winter or spring sport means the individual is ineligible for the entire season.

Please review the Terryville High School Athletic Handbook for the complete version of the CIAC Rules for Eligibility.

Scholastic failure cannot be made up for eligibility purposes in any manner until the next report, except that credits earned during the summer by any regularly approved Board of Education procedure will be accepted for the purpose of determining the eligibility of pupils desiring to participate in the athletic program of the school in September. Scholastic incompletes must be made up within 10 school days following the end of the marking period. Incomplete grades are not to be considered as passing grades.

It should be understood that CIAC regulations are minimal and do not prohibit a school from establishing more rigid eligibility standards.

****ADDITIONAL ELIGIBILITY RULES FOR CO-CURRICULAR ACTIVITIES**

ATHLETICS

In addition to complying with all Plymouth Board of Education Policies and CIAC regulations, all students must comply with the Terryville High School regulations governing participation in co-curricular activities, as stated in the Student Athlete/Parent Handbook.

OTHER CO-CURRICULAR ACTIVITIES

All activities which are not part of the curriculum of a class or course shall be governed by Plymouth Board of Education Policies and CIAC regulations.

ADDITIONAL TERRYVILLE HIGH SCHOOL REGULATIONS

- A. Participants in co-curricular activities shall comply with the Terryville High School Attendance Regulations.
- B. All students will carry a balanced schedule of classes (1st semester—2nd semester). In so far as the school's semester schedule and the student's educational program permit.
- C. Any student who feels that there has been a misapplication of this rule may make an appeal to the principal.

The following academic guidelines must also be used to clarify the co-curricular activities Eligibility Policy.

- A. Eligibility for the first term will be determined by using the final average of full year and spring semester courses from the previous year, except credit made up in summer school will be accepted for determining eligibility in co-curricular activities.
- B. Eligibility for non-athletic co-curricular activities during the second, third, and fourth terms will be determined by the previous marking term's grades. First semester final grades will not be counted toward eligibility; only second quarter grades will be counted. Student athletes must review fourth term eligibility standards in the athletic handbook.
- C. Participation includes practice and tryouts.
- D. To be eligible, students must show report cards to advisors and/or coaches at the end of the term.

The following sports, clubs, and activities are among those available to Terryville High School students:

SPORTS

Fall Season:

Cheerleading
 Cross Country (Boys)
 Cross Country (Girls)
 Soccer (Boys)
 Soccer (Girls)
 Volleyball (Girls)

Winter Season:

Basketball (Boys)
 Basketball (Girls)
 Cheerleading
 Indoor Track (Boys)
 Indoor Track (Girls)
 Wrestling

Spring Season:

Baseball
 Softball
 Track (Boys)
 Track (Girls)

THS Student Club & Activities Guide

Student Council

Art Club

NHS (National Honor Society)

Fresh Start

Yearbook

Drama Club

LEO Club

SADD (Students

Against Destructive Decisions)

Academic Bowl

FBLA (Future Business
Leaders of America)

Newspaper
Gaming Club

*If you would like to start a new club, an active adult advisor is needed. Please speak to the principal if interested.

Activities/Dances

Activities/Dances are held primarily for the entertainment and social growth of the student body. They are not open to the general public and, for this reason, the following rules apply.

- Smoking/vaping is not allowed.
- Students are not allowed to leave an activity and then return.
- Students must be dressed appropriately to attend.
- Students will be admitted to designated school activities up to thirty minutes after the starting time. No students will be allowed into an activity after this time without prior permission from an administrator.
- Any student who leaves a dance or activity before the scheduled ending time will not be permitted to re-enter.
- All tickets for dances and designated activities must be purchased in school during regular school hours.
 - **In order to be eligible to purchase prom tickets seniors must fulfill all outstanding financial obligations and have participated in Senior Give Back Day (or completed 10 hours of community service).**
- No guests will be permitted to any school dance or prom without prior approval. Guests must fill out dance/prom forms in advance.
- Tickets for designated activities are sold or issued to individual students; tickets are not transferable. Students who purchase a ticket to these activities and later choose not to attend may not give or sell that ticket to another individual. Students who purchased tickets and are not able to attend because of a disciplinary consequence or other valid reasons will be given a refund pass
- Students are responsible for their behavior consistent with the school's Code of Conduct.
- Students are not to bring refreshments of any type to a school dance/prom.
- Where reasonable suspicion dealing with alcohol or other illegal substances exists, the student or students involved will be subject to a health assessment which may include the use of a breathalyzer.

Field Trips

A field trip is an extension of classroom learning. Parents or guardians must sign a form to give permission for students to participate in such field trips. If a student chooses not to go on a field trip, attendance in school will be mandatory on that day. Standards of conduct are to be

established prior to leaving the school. Since the trip is a school activity, the usual school rules apply. Parents should be aware that they are responsible for their child's behavior and, in the event of serious misconduct by the child; the parent will be expected to transport the child home. Students should dress in appropriate school attire or attire appropriate to the nature of the trip. Any student who requires medication while on a field trip needs to make arrangements regarding administration of such medication with the school nurse prior to the trip.

Students should be aware that excessive prior absences from school can affect their opportunity to participate in field trips. When a student's absences from school cause that student to be placed on an extension in accordance with the high school's Attendance Policy, the high school administrators will determine whether that student can attend field trips.

Media Center

The media center is located on the second floor of the high school. Keeping in mind the special guidelines found below, students may access the media center before or after school when supervised, and during full period study halls.

During the school day, students:

- can access the library during a full period study hall
- must have a pass from one of their classroom teachers or the librarian
- must remain in the media center for the entire period
- must sign in at the main desk when they arrive, and sign out at the end of the period

School Store

Terryville High School is fortunate to have a school store where students can purchase a variety of items including school supplies, sportswear, and other items. The store is operated and managed by the transition education students and their advisor(s). Students can visit the school store during regular hours, with a pass from their study hall or homeroom teacher.

School Counseling

The counseling department is committed to the principle that guidance/counseling services are for all students. To this end, services and programming are directed both individually and in group format towards academic, career, vocational, and personal counseling. A major focus of the counselor is to assist students in their decision making process and to enable them to become self-sufficient and independent.

The counseling department assists throughout the year with academic placement and concerns. During the second semester of each year, the counselors plan with their students an academic program for the following school year. Credits towards promotion and graduation, as well as meeting mandated requirements are areas monitored by the student and counselor.

Planning with the students for after graduation from high school is also a strong focus. Students and families are encouraged to work closely with their counselor through this process. Utilization of appropriate personnel, computer information resources, print and media sources, and visitation to appropriate facilities are encouraged to make an effective

decision.

The counseling department also attempts to work with the personal concerns of individual students. Utilizing individual and group counseling in conjunction with other appropriate personnel (administrators, faculty, school psychologist, social worker, school nurse, parents, and outside referral sources) the counselor attempts to assist the student in their school and personal adjustment.

Students are strongly encouraged to see their counselors on a regular basis, beginning in grade nine and continuing through senior year. All students and parents are required to make an appointment when they need to meet with their guidance counselor. The counseling secretary will attempt to schedule appointments at a time that is convenient to all parties. Appointments are not necessary in situations deemed as emergencies by the counselors and administrators. Please remember that no concern is insignificant; if it's important to you, it's important to us. The Counseling Department staff looks forward to working with you to make the most of your years at Terryville High School.

Career Counseling Center

The career counseling center provides resources and support to students exploring post-secondary options. Activities include but are not limited to: informational interviewing, internships, site visits, guest speakers, job shadows, advisory programs, and student leadership programs.

The purpose of these activities is to provide students with an avenue to research various career options as well as to build connecting activities between what is learned in the classroom and the skills necessary to succeed in today's technologically advanced and fast-paced society. For more information, or if you can provide resources, contact the Career Counseling Center office at (860) 314-2777 ext. 5413.

Career Center Field Trips

The THS Career Center hosts a variety of trips for career and postsecondary exposure throughout the year. Examples include: college exploration, program/major exploration, career specific job shadow, business/company tour, trade school exploration, and career fairs/events.

Student Eligibility & Guidelines for Career Center Trips

- Participation is at the discretion of the career counselor and administration.
- Some trips are grade and/pr career interest specific.
- Students who attend field trips are responsible for notifying their teachers and completing any missed assignments.
- THS rules apply to students when they are on location for a field trip. Failure to conduct oneself in a polite and respectful manner will jeopardize participation in future trips.
- Field trip permission slips are due AT LEAST one week prior to the trip. Forms submitted after the one week deadline will not be accepted.
- Students will NOT be allowed to attend a Career Center field trip if they are:

- Failing 2 or more classes in the current quarter
- Have 4 or more unexcused absences in the current quarter
- Have already attended 2 Career Center trips in the current quarter.
 - Juniors in CEC may attend more field trips to earn hours for their specific career interest.

Career Center Guest Speakers/Presentations

Guest speaker presentations will be held in the Career Center (room 314) and will be scheduled during Advisory periods (Wednesdays 10:20-10:54). Guest speaker presentations will be advertised in the morning announcements and Roos News. Sign-up forms are located in the career center.

Individual Counseling in the Career Center

All meetings with the Career Counselor should be scheduled via email and should be scheduled during non-academic time (study hall, lunch, advisory, or after school). Note: students are not allowed to “hang out” in the Career Center or go to the Career Center as an alternative to study hall.

Departmental Student Interns

- Organized by the Career Counselor
- Seniors ONLY
- Interns must complete an interest form and application during the first two weeks of September
- All applications to be reviewed by the Department Chair, Administration, and Counselors
- Internships begin work the 3rd week of September
- Hours can be used toward community service but are not credit bearing.
- Departments can have up to two interns (four for English)
- Physical Education interns limited to two per period

Advisory, CEC, and Student Success Plans

State of Connecticut

Public Act No. 11-135

“For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student’s career and academic choices in grades six to twelve, inclusive.”

The three components to a student success plan and their core criteria are as follows:

□ **Academic Development**

- Rigorous courses linked to Interests, Skills & Career Pathways
- Courses for the Attainment of Education and/or Career Goals
- Successful completion of Portfolio/Capstone Project
- Support & Assessment of Student Progress with Mentor/Advisor
- Timely Intervention & Student Support

□ **Career Development**

- Interest and Ability Inventories
- Career Exploration and Interest/Career Courses
- Post-Secondary Education and Career Pathway Development

□ **Social, Emotional, and Physical Development**

- Self-regulation and Resiliency
- Positive Peer Relationships
- Broadened Awareness of Self with a Global Context
- Healthy and Safe Life Skills/Choices

The student success plan incorporates a group of activities designed to help all students find their own path to success in school, post-secondary school, and in their personal lives. It provides an interaction between students and adults with its Advisor/Advisee Program. The plan does not necessarily contain individualized activities; however, its results are used to guide the individual student. Terryville High School has constructed its own student success plan model which is aligned with the state and district.

Working Papers

The Connecticut State Department of Labor requires students under the age of 18 years to obtain working papers to prove eligibility for employment. Working papers are issued by the guidance secretaries, the designated agents for the Superintendent. Students need to come in person and bring their **birth certificate** and a written “**Promise of Employment**” from the employer providing work. A Promise of

Employment must be written on the employer’s letterhead and must include the following:

- The specific job that the individual will be performing
- Starting rate – CT minimum wage
- Number of hours per week
- Signature of the authorized company official.

The Promise of Employment must be dropped off in the guidance office before homeroom and the completed working papers can be picked up at the end of that day.

Student Records

Student records are maintained to record information about students and their families for legitimate educational purposes, including instructions, guidance and research, and to comply with statutory requirements. The information gathered is intended to be useful in indicating

the student's progress and achievement to those who must make judgments about the student's further educational opportunities or employment. All such records shall be considered the confidential property of the school system.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are

- A. The right to inspect and review the student's education records within 10 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Plymouth Public Schools to amend a record that they believe is inaccurate or misleading.
- B. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- C. The right to consent to disclosures of personally identifiable information contained in the student's education records, unless FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- A. Effective July 2002, student directory information will be provided to the branches of the United States military. Parents/Guardians who do not have their child's directory

information disclosed as part of this list must submit their request in writing, each year, to the high school administration.

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

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

Parental Rights Regarding Internet Posting of Student's Name and Images

Students in kindergarten through grade twelve, staff assigned to the grade levels, and others authorized to work with these students (who have school-sponsored access to the Internet) will not make available on the Internet the addresses or phone numbers of students. Student names, or altered versions of student names, the schools to which they are assigned, grade level assignments, or pictures of students may be made available unless parents have objected in writing to such a release for their child or children.

The Internet is a valuable research tool and is widely used as a resource of communication for students, staff, and parents. Internet access by students is guided by Board of Education regulations and monitored on site by staff. Access to the Internet for research purposes and as a vehicle of communication may, from time to time, result in the release of certain information. Typically, the information is minimal in content and consistent with what is readily available through other media sources such as newspapers, television, and radio. Where feasible, every attempt is made to limit the release of information over the Internet to student names or preferably altered versions of student names, the schools, grade levels and images of students. The release of student phone numbers and home addresses is prohibited. *(If you object to the release of any of the above information as it relates to your son/daughter, you must notify the building principal in writing at the beginning of each school year.)*

Non-Discrimination Grievance Procedures

Any student, parent/guardian, staff member, or applicant to a program who feels discriminated against for any of the following reasons; race, color, national origin, gender, handicap/disability, or sexual orientation, should address their complaint to the building administrator.

The complainant shall make this contact within 30 days of the alleged occurrence to discuss the nature of the incident, to determine the available options to pursue, and to determine the necessary timelines and procedures to follow.

PLYMOUTH BOARD OF EDUCATION POLICY **ANNUAL NOTIFICATIONS TO PARENTS AND STUDENTS**

ASBESTOS MANAGEMENT

The Board of Education, in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Plymouth Board of Education.

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within five working days after receiving a request from a member of the public.

CONNECTICUT SCHOOL CLIMATE POLICY

Policy Statement All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Definitions:

(1) "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

(2) "Positive Sustained School Climate" is the foundation for learning and positive youth development and includes:

a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe. redo

b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.

c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.

d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

e. A school community that contributes to the operations of the school and the care of the physical environment.

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

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

(5) "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

(6) "School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle

owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

(7) "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

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

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

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

(11) "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

(12) "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

(13) "School climate survey" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

(14) "Connecticut school climate policy" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

(15) "School employee" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

(16) "School community" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

(17) "Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

(18) "Evidence Based Practices" in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

(19) "Effective School Climate Improvement" is a restorative process that engages all stakeholders in the following six essential practices:

(A) Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

(B) Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

(C) Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

(D) Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;

(E) Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

(F) Strengthening policies and procedures related to:

- a. climate and restorative informed teaching and learning environments.
- b. infrastructure to facilitate data collection, analysis, and effective planning.
- c. implementation of school climate improvement plans with the goal of becoming restorative.
- d. evaluation of the school climate improvement process; and
- e. sustainability of school climate and restorative improvement efforts.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

- (1) providing district-level leadership and support for the implementation of the school climate improvement plan for each school.
- (2) collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
- (3) collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices, and
- (4) meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

- (1) leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment.
- (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices.
- (3) scheduling meetings for and leading the school climate committee; and
- (4) leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

- (1) the school climate specialist.
- (2) a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes.

(3) a demographically representative group of students enrolled at the school, as developmentally appropriate.

(4) families of students enrolled at the school; and

(5) at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

(1) assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.

(2) using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

(3) assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.

(4) advising on strategies to improve school climate and implementing evidence and research based interventions, including, but not limited to, restorative practices, in the school community.

(5) annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall provide resources and training to school employees regarding:

- (1) social and emotional learning.
- (2) school climate and culture and evidence and research-based interventions; and
- (3) restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote:
 - a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a) promote learning and the positive academic, social, emotional, ethical, and civic development of students.
 - b) enhance engagement in teaching, learning, and school-wide activities.
 - c) address barriers to teaching and learning; and
 - d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

ADMINISTRATIVE REGULATIONS REGARDING CONNECTICUT SCHOOL CLIMATE POLICY

The Plymouth Board of Education (the “Board”) has adopted the Connecticut School Climate Policy in accordance with Connecticut General Statutes Section 10-222cc. The purpose of these Administrative Regulations Regarding Connecticut School Climate Policy is to outline additional requirements under Connecticut General Statutes Sections 10-222aa *et seq.* regarding the reporting of, assessment of, and responses to challenging behavior and bullying, as well as certain related requirements.

I. Definitions

A. “School Climate Specialist” means the principal of each school, or a school employee who holds professional certification pursuant to Connecticut General Statutes Section 10-145, who is trained in school climate improvement or restorative practices, and is designated as the School Climate Specialist by the school principal. The School Climate Specialist is responsible for (1) leading in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment, (2) implementing evidence and research-based interventions, including, but not limited to, restorative practices, (3) scheduling meetings for and leading the school climate committee, as described in Connecticut General Statutes Section 10-222ff, and (4) leading the implementation of the school climate improvement plan, developed pursuant to Connecticut General Statutes Section 10-222hh.

B. “School employee” means (1) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by the Board, or (2) any other individual who, in the performance of the individual’s duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with the Board.

C. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

D. “Bullying” means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. “Bullying” includes “cyberbullying”, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

E. “Challenging Behavior Reporting Form” (referenced as the “uniform bullying complaint form” in Connecticut General Statutes Section 10-222bb) means the form that accompanies the Connecticut School Climate Policy and is intended for students, parents or guardians of students enrolled in the school, and school employees to report alleged challenging behavior and/or alleged bullying incidents. Such forms must be included on the Board’s web site and in each of the Board’s student handbooks, and the School Climate Committee must annually provide notice of such form to the school community.

F. “Investigation Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed by the School Climate Specialist within a reasonable amount of time after receiving a report of an alleged challenging behavior and/or alleged bullying incident.

G. “Response Process(es) Notification Form” means the form that accompanies the Connecticut School Climate Policy and is to be completed and submitted by the School Climate Specialist to the student(s), parent(s) or guardian(s), and/or school employee(s) who submitted the Challenging Behavior Reporting Form within three (3) school days after an assessment has been finalized and submitted.

H. “Tiered responses” are responses to challenging behavior, based on level of impact or frequency of occurrence, that are designed to re-engage students who have become disengaged. Particular tiered responses are required when a student engages in behavior that (1) requires temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury, (2) indicates credible intention to cause bodily harm to self or others, or (3) results in an injury that requires

medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional. Such tiered responses must include, at a minimum, the responses described in Section V of these Administrative Regulations.

I. “Student discipline”, for purposes of these Administrative Regulations, means removal from the classroom, suspension, or expulsion, as authorized by the Board’s student discipline policy.

J. “Removal” means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

II. Reporting Challenging Behavior or Bullying

A. School employees shall notify the School Climate Specialist or designee of any alleged challenging behavior or alleged bullying incident that results in student discipline (i.e., removal from the classroom, suspension, or expulsion).

B. Students, parents or guardians of students enrolled in the school, and school employees (“Reporters”) may file a written report of any alleged challenging behavior or alleged bullying incident using the Challenging Behavior Reporting Form. Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with these Administrative Regulations.

C. Reporters may complete the Challenging Behavior Reporting Form electronically or in hard copy, or they may meet with the School Climate Specialist for assistance in completing the Challenging Behavior Reporting Form.

D. Written reports of alleged challenging behavior and/or alleged bullying shall be reasonably specific as to the basis for the report, including the date and place of the alleged conduct, a description of what happened, and the names of potential witnesses.

E. Within three (3) school days, the School Climate Specialist or designee will provide the Reporter with confirmation of receipt of the Challenging Behavior Reporting Form.

III. Assessing Challenging Behavior and Bullying

The School Climate Specialist or other designated administrator shall assess the facts, severity, and intentionality of the alleged challenging behavior or alleged bullying incident in accordance with the following process:

A. The School Climate Specialist or other designated administrator shall review the information reported in the Challenging Behavior Reporting Form.

B. The School Climate Specialist or other designated administrator shall assess the factual basis of the report, as well as the severity and intentionality of any actions that may have occurred.

C. In conducting such assessment, the School Climate Specialist or other designated administrator shall:

1. Consult with individuals reasonably believed to have relevant information, including the Reporter, the individuals identified as having been affected by the behavior, and witnesses to the behavior, as appropriate;
2. Review any relevant materials (e.g., records, statements, documents, videos);
3. Consider whether the conduct also should be addressed pursuant to any other Board

policies or District regulations, such as those related to protected class discrimination or harassment; and

4. Maintain confidentiality to the extent practicable throughout the assessment process, in accordance with state and federal law.

D. When conducting the assessment, the School Climate Specialist or other designated administrator shall complete the Investigation Form.

E. Within a reasonable amount of time, the School Climate Specialist or other designated administrator will determine what responses, if any, should be or have already been taken to address the behavior and/or prevent future instances of such behavior.

F. Within three (3) school days after an assessment has been completed, the School Climate Specialist or other designated administrator shall (a) complete the Response Process(es) Notification Form, describing the steps taken to address and prevent future instances of challenging behavior or bullying and keeping in mind the District's obligations regarding student confidentiality, and (b) provide the Response Process(es) Notification Form to the Reporter who completed the Challenging Behavior Reporting Form.

IV. Challenging Behavior or Bullying That Results in Student Discipline

A. Removal. If a teacher removes a student from the classroom because the student has deliberately caused a serious disruption of the educational process, the teacher shall: (1) send the student to the main office; and (2) immediately inform the building principal or designee of the name of the student who was removed and the reason for the removal.

1. While the student has been removed to a designated area, the student may receive supports that include, but are not limited to: intervention from a school employee trained to provide such intervention, therapeutic resources, available mental health supports, instructional materials and technology or other resources to address the temporary needs of such student.

2. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class. Additional procedures governing behavior that causes a serious disruption; self-harm; and/or physical harm to teacher, another student, or other school employee shall be implemented in accordance with applicable law. Specifically:

a. The notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

b. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.

c. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

B. *Discipline.* The District shall address incidents of challenging behavior or bullying that violate the Board's Student Discipline policy in accordance with such policy and any school rules, student handbook, or code of conduct provisions regarding the same. Disciplinary action may be necessary for violations of

other applicable Board policies or District regulations, such as those related to protected class discrimination or harassment and/or Title IX.

V. Challenging Behavior or Bullying That Requires Temporarily Clearing a Classroom or Students, a Credible Intention to Cause Bodily Harm, or Results in Certain Levels of Injury – Tiered Responses

A. The school shall implement tiered responses, based on level of impact or frequency of occurrence, to incidents of challenging behavior or bullying that:

1. Require temporarily clearing a classroom or removing a majority of students within the classroom to reduce likelihood of injury;
2. Indicate credible intention to cause bodily harm to self or others; or
3. Result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same student on more than one occasion, verified by the school nurse or other medical professional.

B. Such tiered responses shall include, but need not be limited to, the following:

1. For a single incident, the school principal shall notify the parents or guardians of each student involved in such incident in a manner that complies with the requirements of the Family Educational Rights and Privacy Act (“FERPA”) and relevant Board policy.
2. For a subsequent incident, the school principal shall invite the parents or guardians of each student involved in such incident to a meeting, either in person at the school or virtually, to discuss the specific supports or interventions that are applicable to such student, including, but not limited to, restorative practices.
3. For multiple subsequent incidents or a single incident that causes severe harm, the school principal shall provide notice to the parents or guardians of each student involved in such incident of other resources for supports and interventions, including, but not limited to, the 2-1-1 Infoline program, services or programs available through the Behavioral Health Partnership, or other resources for professional services, support, or crisis intervention.

C. For incidents of challenging behavior or bullying that are subject to tiered responses pursuant to this section:

1. Not later than two school days after the date such incident occurred, there shall be a meeting between an administrator and the school employee (if any) who witnessed such incident. The purpose of the meeting shall be to determine the supports and interventions required to address the needs of students and school employees, provided the supports and interventions for any student who receives special education shall be determined by the planning and placement team (“PPT”) for such student, and notice of such incident shall be submitted to the PPT not later than two school days after the date such incident occurred for consideration at a PPT to be scheduled in accordance with the Individuals with Disabilities Education Act. For a student who is eligible under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), notice of the incident shall also be provided to the student’s Section 504 team.
2. Any teacher of record in the classroom may request a behavior intervention meeting with the crisis intervention team for the school. Such a request should be submitted to the building principal.

D. The District prohibits discrimination or retaliation against any person who reports or assists in the investigation of an incident of challenging behavior or bullying that is subject to a tiered response.

VI. Students with Disabilities

A. The school shall ensure that any supports, services, or interventions provided in accordance with these regulations to any student who receives special education or accommodation for a disability comply with such student's individualized education program or Section 504 plan and applicable law.

VII. Reports to Board of Education

A. The Superintendent of Schools shall submit, at least annually, to the Board a report concerning:

1. the number of incidents of challenging behavior or bullying that require temporarily clearing a classroom of students, a credible intention to cause bodily harm, or result in certain levels of injury, as described in Section V of these regulations, that occurred during the prior year;
2. the grade level of each student involved in such incidents; and
3. the supports, services, or interventions provided in response to such incidents to address the needs of students and school employees.

B. Such report shall be produced in a manner that does not result in the disclosure of data identifiable to individual students in accordance with FERPA and the Connecticut State Department of Education's data suppression guidelines.

CHILD CARE CENTERS AND SCHOOL READINESS PROGRAMS

The Smart Start Preschool Program is administered by the Plymouth Board of Education. State law exempts public school districts from licensure by the Office of Early Childhood. Thus, the Plymouth Board of Education is not licensed by the Office of Early Childhood to provide this program.

MANAGEMENT PLAN AND GUIDELINES FOR STUDENTS WITH FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

The Plymouth Public Schools (the "district") recognize that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

I. Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

(i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and

(ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

II. Individualized Health Care Plans and Emergency Care Plans

1. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.

2. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.

3. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include

strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:

- A. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
- B. cafeteria safety;
- C. participation in school nutrition programs;
- D. snacks, birthdays and other celebrations;
- E. alternatives to food rewards or incentives;
- F. hand-washing;
- G. location of emergency medication;
- H. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
- I. risk management during lunch and recess times;
- J. special events;
- K. field trips, fire drills and lockdowns;
- L. extracurricular activities;
- M. school transportation;
- N. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
- O. staff notification, including substitutes, and training; and
- P. transitions to new classrooms, grades and/or buildings.

4. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.

5. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.

6. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

- A. The student's name and other identifying information, such as date of birth, grade and photo;
- B. The student's specific allergy;
- C. The student's signs and symptoms of an allergic reaction;
- D. The medication, if any, or other treatment to be administered in the event of exposure;
- E. The location and storage of the medication;
- F. Who will administer the medication (including self-administration options, as appropriate);
- G. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- H. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
- I. Emergency contact information for the parents/family and medical provider.

7. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:

- A. The student's name and other identifying information, such as date of birth, grade, photo;
- B. Information about the disease or disease specific information (e.g., type of GSD or diabetes);
- C. Whether the student uses a CGM, and how the CGM will be monitored in school;

- D. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
- E. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (e.g., Glucagon or insulin)
- F. The location and storage of the medication;
- G. Who will administer the medication (including self-administration options, as appropriate);
- H. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
- I. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
- J. Emergency contact information for the parents/family and medical provider.

8. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.

9. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").

10. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.

11. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

III. Training/Education

1. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (e.g., epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by [insert name of appropriate administrator/school nurse]. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.

2. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

IV. Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

1. Encouraging handwashing;
2. Discouraging students from swapping food at lunch or other snack/meal times;
3. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
4. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
5. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

V. Communication

1. As described above, the school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition, GSD and/or diabetes. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and/or alterations in blood sugar levels and how to respond in the event of such emergency.
2. Each school will ensure that there are appropriate communication systems available within each school (e.g., telephones, cell phones, walkie-talkies) and for off-site activities (e.g., field trips) to ensure that school personnel are able to effectively respond in case of emergency.
3. The district shall develop standard letters to be sent home to parents, whenever appropriate, to alert them to food restrictions within their student's classroom or school.
4. All district staff are expected to follow district policy and/or federal and state law regarding the confidentiality of student information, including medical information about the student.
5. The district shall make the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes available on the Board's website or the website of each school under the Board's jurisdiction.
6. The district shall provide annual notice to parents and guardians regarding the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such notice shall be provided in conjunction with the annual written statement provided to parents and guardians regarding pesticide applications in the schools.

VI. Monitoring the District's Plan and Procedures

The district should conduct periodic assessments of its Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes. Such assessments should occur at least annually and after each emergency event involving the administration of medication to a student with a life-threatening food allergy, GSD or diabetes to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

The Superintendent shall annually attest to the Department of Education that the District is implementing the Management Plan and Guidelines for Students with Food Allergies, Glycogen Storage Disease and/or Diabetes.

NON-DISCRIMINATION STATEMENT

Protected Class Discrimination Prohibited:

The Plymouth Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion,

age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Plymouth Public Schools (the "District"). The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment, and is therefore prohibited by this policy.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

Definitions:

The following definitions apply for purposes of this policy:

A. Discrimination:

With respect to students, unlawful discrimination occurs when a student is denied participation in, or the benefits of, a program or activity of the Board because of such student's actual or perceived membership in a Protected Class.

B. Harassment:

Harassment is a form of Protected Class discrimination that is prohibited by law and by this policy. Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the District.

The following non-exhaustive list provides examples of the types of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited by this policy:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;

- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Sexual harassment is a form of harassment that is prohibited by law and Board Policy P-5029, Policy Regarding Prohibition of Sex Discrimination, Including Sex-Based Harassment. For more information regarding harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, contact the District's Title IX Coordinator at:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

C. Veteran:

A veteran is any person honorably discharged from, released under honorable conditions from or released with an other than honorable discharge based on a qualifying condition from, active service in, the United States Army, Navy, Marine Corps, Coast Guard ~~and~~, Air Force and Space Force and any reserve component thereof, including the Connecticut National Guard. "Qualifying condition" means (i) a diagnosis of post-traumatic stress disorder or traumatic brain injury made by an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, (ii) an experience of military sexual trauma disclosed to an individual licensed to provide health care services at a United States Department of Veterans Affairs facility, or (iii) a determination that sexual orientation, gender identity or gender expression was more likely than not the primary reason for an other than honorable discharge, as determined in accordance with Conn. Gen. Stat. §§ 27-103(c), (d).

D. Gender identity or expression:

Gender identity or expression refers to a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

E. Sexual Orientation:

Sexual orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally or sexually attracted, inclusive of any identity that a person (i) may have previously expressed, or (ii) is perceived by another person to hold.

F. Race:

The term race is inclusive of ethnic traits historically associated with race, including but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

G. Domestic Violence:

The term domestic violence means (1) a continuous threat of present physical pain or physical injury against a family or household member, as defined in Conn. Gen. Stat. § 46b-38a; (2) stalking, including but not limited to, stalking as described in Conn. Gen. Stat. § 53a-181d, of such family or household members; (3) a pattern of threatening, including but not limited to, a pattern of threatening as described in Conn. Gen. Stat. § 53a-62, of such family or household member or a third party that intimidates such family or household member; or (4) coercive control of such family or household member, which is a pattern of behavior that in purpose or effect unreasonably interferes with a person's free will and personal liberty. "Coercive control" includes, but is not limited to, unreasonably engaging in any of the following: (a) isolating the family or household member from friends, relatives or other sources of support; (b) depriving the family or household member of basic necessities; (c) controlling, regulating or monitoring the family or household member's movements, communications, daily behavior, finances, economic resources or access to services; (d) compelling the family or household member by force, threat or intimidation, including, but not limited to, threats based on actual or suspected immigration status, to (i) engage in conduct from which such family or household member has a right to abstain, or (ii) abstain from conduct that such family or household member has a right to pursue; (e) committing or threatening to commit cruelty to animals that intimidates the family or household member; or (f) forced sex acts, or threats of a sexual nature, including, but not limited to, threatened acts of sexual conduct, threats based on a person's sexuality or threats to release sexual images.

Biased Conduct:

The Board recognizes that certain student conduct or communications may be **considered** indicative of bias towards individuals who are members of a Protected Class, even when such conduct or communications do not rise to the level of discrimination and/or harassment. The Board directs the District administration to address any such biased conduct or communications in a manner consistent with the Board's legal obligations under state and federal law and Board policy, including free speech considerations, in order to promote a school environment that is welcoming and safe for all individuals.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to **Beth Melillo: Director of Special Education and Pupil Personnel - 860-314-8003 - melillob@plymouth.k12.ct.us**, in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding

Non-Discrimination/Students, which accompany this policy and are available online at <https://www.plymouth.k12.ct.us/board-of-education/policies-and-regulations> or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #P-5029, Policy Regarding Sex Discrimination, Including Sex-Based Harassment. Complaints involving allegations of discrimination or harassment based on disability will be addressed in accordance with the procedures set forth in Board Policy #P-5021, Section 504/ADA (Students). In the event reported conduct allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator or to:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;
- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
 U.S. Department of Education
 8th Floor
 5 Post Office Square
 Boston, MA 02109- 3921
 (617-289-0111)

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
 2. wishes to request or discuss accommodations for a student based on religion;
- may contact:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, pregnancy or sexual orientation may contact the District's Title IX Coordinator:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR
 2. wishes to request an accommodation for a student on the basis of disability
- may contact the District's Section 504/ADA Coordinator:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS

Protected Class Discrimination Prohibited:

The Plymouth Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the Plymouth Public Schools (the "District") The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

Retaliation Prohibited:

The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be a violation of this policy, or who participates in the investigation of such reports.

The District will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of Protected Class discrimination or harassment. Any such reprisals or retaliation may result in disciplinary action against the retaliator, and other corrective actions as appropriate.

Discrimination on the Basis of Protected Class Association Prohibited:

Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment.

Scope and Applicability:

Students, Board employees, Board members and community members (e.g., other individuals affiliated with the District, accessing or seeking access to District facilities) are expected to adhere to a standard of conduct that is respectful of the rights of all members of the school community.

The following non-exhaustive list provides examples of the type of prohibited conduct that may be considered Protected Class harassment that can lead to a hostile environment, and are therefore prohibited:

- objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression);
- other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership;
- display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class;
- graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership;
- bigoted conduct or communications; or
- physical, written, electronic or verbal threats based on Protected Class membership.

Harassment does not have to involve intent to harm, be directed toward a specific person, or involve repeated incidents.

Reporting to District Officials:

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment. The District will investigate both formal and informal complaints of discrimination, harassment, or retaliation.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of Board policy should report such concern in writing to **Beth Melillo: Director of Special Education and Pupil Personnel - 860-314-8003 - melillob@plymouth.k12.ct.us**, in accordance with the Board's complaint procedures included in these Administrative Regulations Regarding Non-Discrimination/Students.

If a complaint involves allegations of discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, such complaints will be handled in accordance with the procedures set forth in Board Policy #P-5029, Policy Regarding Prohibition of Sex Discrimination, Including Sex-Based Harassment. Complaints involving allegations of discrimination or harassment

based on disability will be addressed in accordance with the procedures set forth in Board Policy #P-5021, Section 504/ADA (Students). In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

Students are encouraged to immediately report any concerns about Protected Class discrimination, harassment, or retaliation.

Mandatory Staff Reporting for Student Incidents:

Board employees are required to report incidents of alleged student-to-student and employee-to-student discrimination, harassment or retaliation that may be based on a Protected Class when Board employees witness such incidents or when Board employees receive reports or information about such incidents, whether such incidents are verbal or physical or amount to discrimination, harassment or retaliation in other forms. Reports should be made to any District administrator or to:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Complaint Procedure

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The District will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

As soon as a student feels that they, or another student has been subjected to Protected Class discrimination, harassment or retaliation, the individual should make a written complaint to **Beth Melillo: Director of Special Education and Pupil Personnel - 860-314-8003 - melillob@plymouth.k12.ct.us**, or to the building principal, or designee.

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any Board employee. Board employees receiving such reports shall promptly forward them to any District administrator or to **Beth Melillo: Director of Special Education and Pupil Personnel - 860-314-8003 - melillob@plymouth.k12.ct.us**.

The student and/or parent/guardian will be provided a copy of the Board's policy and regulation and made aware of the student's rights under this policy and regulation. In the event the **Beth Melillo: Director of Special Education and Pupil Personnel (860-314-8003 - melillob@plymouth.k12.ct.us)** receives a complaint alleging discrimination or harassment based on sex, sexual orientation, pregnancy, or gender identity or expression, the Beth Melillo: Director of Special Education and Pupil Personnel shall follow the procedures identified in Board Policy #P5029, Policy Regarding Title IX of the Educational Amendments of 1972 – Prohibition of Sex Discrimination and Sexual Harassment (Students). In the event the Beth Melillo: Director of Special Education and Pupil Personnel receives a complaint alleging discrimination or harassment based on disability, the Beth Melillo: Director of Special Education and Pupil Personnel shall follow the procedures identified in Board Policy #P-5021, Section 504/ADA (Students).

The complaint should state the:

- A. Name of the complainant/victim,
- B. Date of the complaint,
- C. Date(s) of the alleged harassment/discrimination,
- D. Name(s) of the harasser(s) or discriminator(s),
- E. Location where such harassment/discrimination occurred,

- F. Names of any witness(es) to the harassment/discrimination,
- G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and
- H. Proposed remedy.

Any student and/or parent/guardian or other individual who makes an oral complaint of discrimination or harassment of a student to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the Board employee receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form or ask a District administrator for assistance in doing so.

All complaints are to be forwarded immediately to the Superintendent or designee. Upon receipt of a complaint alleging discrimination or harassment of a student under this complaint procedure, the Superintendent shall designate a District administrator (or other trained individual) to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the individual alleged to have experienced Protected Class discrimination and/or harassment (the “complainant”), the reporter (if different from the complainant) the alleged discriminator/harasser (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and/or other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible to the extent consistent with principles of due process, as determined by the investigator.

Upon receipt of a written complaint of discrimination or harassment of a student, the investigator should:

1. Offer to meet with the complainant (and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) to discuss the nature of the complaint, discuss the availability of interim measures, identify individuals the complainant or respondent believes has relevant information, and obtain any relevant documents the complainant or respondent may have;
2. Provide the complainant (and respondent, if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;
3. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with the parties to the complaint and any relevant witnesses or other individuals deemed relevant to the complaint;
4. Review any records, notes, statements, or other documents relevant to the complaint;
5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;
6. Complete a final investigation report that includes: (i) a findings of fact based on the evidence gathered; (ii) for each allegation, the conclusion(s) and reasoning(s) as to whether the discrimination or harassment occurred; and (iii) for any individual(s) found to have engaged in discrimination or harassment, a broad statement of consequences imposed (to the extent permitted by state and federal confidentiality requirements) (i.e. “Consequences were imposed.”).

7. Communicate the outcome of the investigation in writing to the complainant (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants, the complexity of the investigation, and/or other extenuating circumstances) from the date the complaint was received by the Superintendent's office. The complainant (and respondent, if applicable) shall be notified of any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of employees and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary;

9. Whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the discrimination or harassment. Corrective action should include steps designed to avoid continuing discrimination or harassment;

10. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decision maker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation. The decision maker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be a basis for further action. The decision maker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

Remedial Action:

If the District makes a finding of discrimination, harassment or retaliation of a student, the District will take remedial action designed to:

- A. eliminate the discriminatory/harassing/retaliatory conduct,
- B. prevent its recurrence, and
- C. address its effects on the complainant and any other affected individuals.

Examples of appropriate action may include, but are not limited to:

- A. In the case of a student respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, discipline (including but not limited to suspension and/or expulsion), educational interventions, exclusion from extra-curricular activities and/or sports programs, and/or referral to appropriate state or local agencies;
- B. In the case of an employee respondent, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, supervisor notification, discipline (including possible termination of employment), training, and/or referral to appropriate state or local agencies;
- C. In the case of respondent who is otherwise associated with the school community, interventions for the individual who engaged in the discrimination/harassment may include, but are not limited to, exclusion from school property and/or activities and/or referral to appropriate state or local agencies;
- D. Follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation;

- E. Supports for the complainant; and
- F. Training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it.

District staff members and administrators will work with students and parents/guardians to take steps designed to prevent acts of discrimination, harassment and retaliation.

Staff Development:

The District will periodically provide staff development for District administrators and periodically distribute the Board's Non-Discrimination policies and the implementing administrative regulations to staff, students and parents in an effort to maintain an environment free of discrimination, harassment and retaliation.

Reporting to State and Federal Agencies:

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617-289-0111)
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Questions/Requests for Accommodation:

Any parent, student, staff member, Board member or community member who:

1. has questions or concerns about this policy or its accompanying regulations;
 2. wishes to request or discuss accommodations for a student based on religion;
- may contact:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of gender/sex, gender identity, or sexual orientation may contact the District's Title IX Coordinator:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

Any parent, student, staff member, Board member or community member who:

1. has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; OR

2. wishes to request an accommodation for a student on the basis of disability may contact the District's Section 504/ADA Coordinator:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

PESTICIDE APPLICATION ON SCHOOL PROPERTY

It is the policy of the Plymouth Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Plymouth public school, by using 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 use of pesticides.

The decision to apply pesticide in any building, or the grounds of any Plymouth public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Plymouth public school during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

ADMINISTRATIVE REGULATIONS REGARDING PESTICIDE APPLICATION ON SCHOOL PROPERTY

A. Definitions:

1. **Pesticide:** means a fungicide used on plants, an insecticide, a herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait.
2. **Lawn Care Pesticide:** means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas. "Lawn care pesticide" does not include (A) a microbial pesticide or biochemical pesticide that is registered with the United States Environmental Protection Agency, (B) a horticultural soap or oil that is registered with the United States Environmental Protection Agency and does not contain any synthetic pesticide or synergist, or (C) a pesticide classified by the

United States Environmental Protection Agency as an exempt material pursuant to 40 C.F.R. § 152.25, as amended from time to time.

3. **Integrated Pest Management**: means 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 use of pesticides.
4. **Restricted Use Pesticide**: means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.
5. **Microbial Pesticide**: means a pesticide that consists of a microorganism as the active ingredient.
6. **Biochemical Pesticide**: means a naturally occurring substance that controls pests by nontoxic mechanisms.

B. Integrated Pest Management Plan:

1. The district's integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-66l of the Connecticut General Statutes.
2. At the beginning of each school year, the district shall provide the staff of each school with written guidelines on how the integrated pest management plan is to be implemented and shall provide the parents or guardians of each child enrolled in each school with a statement that shall include a summary of the integrated pest management plan for the school. Such a statement shall be provided to the parents or guardian of any child who transfers to a school during the school year. Such a statement shall (1) indicate that the staff, parents or guardians may register for notice of pesticide applications at the school, and (2) describe the emergency notification procedures provided for in this section. Notice of any modification to the integrated pest management plan shall be sent to any person who registers for notice under this section.

C. Notice of Pesticide Application to Those Who Request Such Notice:

1. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school.
2. Each school shall maintain a registry of persons requesting such notice.
3. Parents or guardians of children in any school and/or staff members in any school who register for prior notice of pesticide application at their school shall be provided notice, by any means practicable, of each scheduled pesticide application at their school on or before the day that any application of pesticide is to take place.
4. The notice shall include the following information:
 - a. The name of the active ingredient of the pesticide being applied;
 - b. The target pest;
 - c. The location of the application on school property;
 - d. The date of the application; and
 - e. The name of the school administrator, or designee, who may be contacted for further information.

D. Notice of Pesticide Application by Electronic Means:

1. Prior to providing for any application of pesticide within any building or on the grounds of any school, in addition to the notice requirements in Section C, above, the district shall provide for notice of such application not less than twenty-four (24) hours prior to such application by posting the notice required in Section C, above, either on or through: (a) The home page of the Internet web site for the school where such application will occur, or, if the school does not have a web site, on the homepage of the district's Internet web site, and (b) the primary social media account of such school or the district. For purposes of these administrative regulations and Section 10-231d of the Connecticut General Statutes, "social media" means an electronic medium where users may create and view user-generated content, such as uploaded or downloaded videos or still photographs, blogs, video blogs, podcasts or instant messages.
2. The district shall indicate on its home page how parents may register for prior notice of pesticide applications, as described in Section C, above.
3. Not later than March 15 of each year, each school or the district shall send through its e-mail notification or alert system or service the notice required by Section C, above, for applications made since January 1 of that year and a listing of such notices for applications made during the March 15 through December 31 timeframe from the preceding calendar year.
4. The district shall additionally print such e-mail notification required by this section in the applicable parent handbook or manual, although the reprinting of such handbook or manual shall not be required to provide such notification.
5. Nothing in these administrative regulations shall require the development or use of an Internet web site, social media account or e-mail notification or alert system by a school or the district that is not already in use or existence prior to October 1, 2015.

E. Emergency Pesticide Application:

1. In the event of a threat to human health, the Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members.
2. In the event of an immediate threat to human health, the Superintendent may direct that an emergency application of a pesticide be made, during regular school hours or during planned activities at school, without prior notice to parents or guardians of children in any school and/or staff members. Such application may only be made if (a) it is necessary to make the application during such period, and (b) such emergency application does not involve a restricted use pesticide.
3. In the event of such an emergency application, no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.
4. In the event of such an emergency application, the provision set forth below in Section G regarding authorized pesticide applicators shall not apply if the Superintendent determines that it is impractical to obtain the services of any such applicator, provided that the application does not involve a restricted use pesticide.

F. Record of Pesticide Application:

1. A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five (5) years, which record shall include the information required by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time to time.

G. Authorized Pesticide Applicator:

1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the district.

H. Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Plymouth Public Schools (the "District") recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs, which may require reasonable modifications to such policies and practices. In this regard, the District prohibits discrimination against any person with a disability in any of the services, programs or activities of the school system.

The District has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The District's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

If a student's parents/guardians disagree with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of their child, such parents/guardians have a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the District by utilizing the grievance/complaint procedures outlined in the Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act associated with this policy, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
 U.S. Department of Education
 8th Floor
 5 Post Office Square
 Boston, MA 02109-3921
 (617) 289-0111

Anyone who wishes to file a grievance/complaint with the District, or who has questions or concerns about this policy, should contact the Section 504/ADA Coordinator for the District:

THE DISTRICT'S TITLE IX COORDINATOR: Beth Melillo
 TITLE: Assistant Superintendent/Director of Special Education and Pupil Personnel
 OFFICE ADDRESS: 27 North Harwinton Avenue, Terryville, CT 06786
 ELECTRONIC MAIL ADDRESS: melilllob@plymouth.k12.ct.us
 TELEPHONE NUMBER: 860-314-8003

ADMINISTRATIVE REGULATIONS REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Plymouth Board of Education Section 504/ADA Grievance/Complaint
 Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE) for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees similarly imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating measures include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or mental impairment is (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability; or (c) an impairment that is episodic or in remission if it would substantially limit a major life activity when active. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

- A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that the individual has been discriminated against on the basis of disability (including differential treatment, harassment and retaliation) may submit a written complaint to the designated Section 504/ADA Coordinator (see contact information below) for the Plymouth Public Schools (the "District") within thirty (30) school days of the alleged occurrence. Complaints by students and/or parents/guardians alleging discrimination involving students will be investigated under these procedures; complaints by employees or other non-students will be investigated under the appropriate administrative regulations.
- B. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If a complaint is filed relating to alleged discrimination occurring more than thirty (30) school days after the alleged occurrence, the Board's ability to investigate the allegations may be limited by the passage of time. Therefore, complaints received after thirty (30) school days of the alleged occurrence shall be investigated to the extent possible, given the passage of time and the impact on available information, witnesses and memory. If a complaint is made verbally, the individual taking the complaint will reduce the complaint to writing.
- C. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a due process hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to the student's identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.
- D. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The District will not tolerate any retaliation that occurs as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperation in the investigation of a complaint. The District will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.
- E. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures. If the Superintendent is the subject of the complaint, the Board shall designate an appropriate party to conduct the investigation in accordance with these procedures.

- F. Complaints will be investigated promptly. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.
- G. If a disability discrimination complaint raises a concern about bullying behavior, the Section 504 Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Section 504 Coordinator, so as to ensure that any such bullying investigation complies with the requirements of applicable Board policies.
- H. The complaint should contain the following information:
 - 1. The name of the complainant;
 - 2. The date of the complaint;
 - 3. The date(s) of the alleged discrimination;
 - 4. The names of any witnesses or individuals relevant the complaint;
 - 5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
 - 6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

- I. Upon receipt of the complaint, the individual investigating the complaint shall:
 - 1. Provide a copy of the written complaint to the Superintendent of Schools;
 - 2. Meet separately with the complainant and the respondent within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent believe have relevant information, and obtain any relevant documents the complainant and respondent may have;
 - 3. Provide the complainant and the respondent with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;
 - 4. Consider whether and which interim measures might be appropriate for an alleged victim and the respondent pending the outcome of the District's investigation;
 - 5. Conduct an investigation of the factual basis of the complaint that is adequate, reliable, and impartial, including conducting interviews with individuals with information and review of documents relevant to the complaint;
 - 6. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;
 - 7. Communicate the outcome of the investigation in writing to the complainant, and to the respondent (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the District will remedy any identified violations of Section 504/ADA. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and the respondent shall be notified of any such extension;

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint, and no later than fifteen (15) school days after the start of the following school year. The complainant and the respondent will receive notice if the investigation has been impeded by the summer recess, and interim measures may be implemented as necessary (see sub-paragraph 4);
9. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination and prevent its recurrence are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination;
10. In the event the investigator concludes that there is no violation of Section 504/ADA, the District may attempt to resolve the complainant's ongoing concerns, if possible.

J. After receiving the written notice of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee. The decision maker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the investigation.

The decision maker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be a basis for further action. The decision maker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

III. **Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement**

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator (see contact information below) within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.
2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);

- c. Address and relevant contact information for parent/complainant;
- d. Date of complaint;
- e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
- f. Remedy requested.

However, all complaints will be investigated to the extent possible even if such information is not included in the written complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.
4. Upon receipt of the complaint, the Section 504/ADA Coordinator or the Coordinator's designee shall:
 - a. Forward a copy of the complaint to the Superintendent of Schools;
 - b. Meet with the complainant within ten (10) school days to discuss the nature of the complainant's concerns and determine if an appropriate resolution can be reached, or whether interim measures may be appropriate. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and other individuals who may have information relevant to the complaint, and no later than ten (10) school days after the start of the following school year;
 - c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator or designee shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and
 - d. Communicate the results of the investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or designee.
 - e. In the event that the Section 504/ADA Coordinator or designee has a conflict of interest that prevents such individuals from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. After receiving the written notice of the outcome, the Complainant shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Superintendent of Schools challenging the outcome of the investigation and explaining the basis for appeal. Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who may be the Superintendent or designee.

2. The decision maker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be basis for further action. The decision maker(s) for the appeal will attempt to issue written

notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

3. If the complainant is not satisfied with the decision maker for the appeal's decision or proposed resolution, such individuals may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent or designee's decision.

C. Mediation Procedures

1. A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student.
2. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the District's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above. Mediation shall only occur by mutual agreement of the parties.
3. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
4. Upon receipt of a request for mediation,
 - a. The Section 504/ADA Coordinator shall:
 - i. Forward a copy of the request for mediation to the Superintendent of Schools; and
 - ii. Inform the parent/guardian or student 18 years old or older as to whether the District agrees to mediation in writing.
 - b. If the District agrees to mediation, the Board shall retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").
 - c. If the District does not agree to mediation, the Section 504/ADA Coordinator shall inform the parent/guardian or student aged 18 or older of their right to request an impartial hearing.
5. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.

6. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.
7. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.
8. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older, who disagrees with the decisions made by the professional staff of the District with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for a due process hearing concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:
 - a. Full name of the student, age, and grade level;
 - b. Name of parent(s);
 - c. Address and relevant contact information for parent/complainant;
 - d. Date of complaint;
 - e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
 - f. Remedy requested.
2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the IDEA.
3. The impartial hearing office shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (and/or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.
4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.
5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator. The impartial hearing officer's decision shall be final.
6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's

disability unless such a claim is **directly related** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

E. Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for the student's illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined above.

IV. **The Section 504/ADA Coordinator for the District is:**

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

V. **Complaints to Federal Agencies**

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

PLYMOUTH PUBLIC SCHOOLS
 NOTICE OF PARENT/STUDENT RIGHTS
 UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973
 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the Plymouth Public Schools (the "District") has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District's education programs without discrimination based on your child's disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504/ADA Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Boston Office
 U.S. Department of Education
 8th Floor

5 Post Office Square
 Boston, MA 02109-0111
 (617) 289-0111.

STATE DEPARTMENT OF EDUCATION COMPLAINT RESOLUTION

CONNECTICUT STATE DEPARTMENT OF EDUCATION Complaint Resolution Procedure Elementary and Secondary Education Act 34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.

4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondents may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

STUDENT DISCIPLINE

It is the policy of the Plymouth Board of Education (the "Board") to create a school environment that promotes respect of self, others, and property within the Plymouth Public Schools (the "District"). Compliance with this policy will enhance the Board and the District's ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter. Where appropriate, the District implements strategies that teach, encourage and reinforce positive student behavior that do not require engagement with the discipline system.

I. Definitions

- A. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- B. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- C. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- D. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- E. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- F. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- G. **Expulsion** means the exclusion of a student 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 expulsion period may not extend beyond one (1) calendar year.
- H. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does

not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- I. **Generative Artificial Intelligence** (“AI”) refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- J. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, or any other basis prohibited by state or federal law (“Protected Class”). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student’s ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual’s association with someone in a Protected Class may be a form of Protected Class harassment.
- K. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- L. **Martial Arts Weapon** means a nunchaku, kama, kusari-fundo, octagon sai, tonfa or chinese star.
- M. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- N. **School Days** shall mean days when school is in session for students.
- O. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- P. **Seriously Disruptive** of the Educational Process, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- Q. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- R. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- S. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- T. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. **Scope of the Student Discipline Policy**

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

1. Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
2. Expulsion. Students may be expelled for conduct on school grounds, on school transportation, or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

B. Conduct off School Grounds:

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

C. Seriously Disruptive of the Educational Process:

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

D. A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

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

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports..
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.

9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
11. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.
 21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
 22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
 23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.
 24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
 25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
 26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
 27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
 28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.
 29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
 30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
 31. Hazing.
 32. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive, which:
 - A. causes physical or emotional harm to an individual;
 - B. places an individual in reasonable fear of physical or emotional harm; or
 - C. infringes on the rights or opportunities of an individual at school; or
- Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
 34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.

35. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means; and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
36. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program ("responsible administrator") may consider recommendation of expulsion of a student in grades three to twelve, inclusive, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in grades kindergarten to twelve, inclusive, whom the District Administration has reason to believe:
 1. was in possession on school grounds, on school transportation, or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
 3. was engaged on or off school grounds or school transportation in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

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

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

D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

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

VII. Procedures Governing Suspension

A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.

- 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
- 2. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:

- a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or
 - b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such students may require special education or related services.
3. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.
4. By telephone, the responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
5. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.
6. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
7. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
8. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
9. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified programs shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.
10. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A(9), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student

completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.

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

12. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.

13. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangering persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.

B. In-school suspension may not be imposed on a student without an informal hearing by the responsible administrator or the administrator's designee.

C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.

D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. Emergency Exception:

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.

2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such a panel.

C. Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):

1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing not including the day of such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - A. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - B. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - C. A short, plain description of the conduct alleged by the Superintendent or designee.
 - D. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - E. The student may cross-examine witnesses called by the Superintendent or designee.
 - F. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
 - G. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
 - H. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
 - I. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
 - J. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

D. Hearing Procedures:

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.

4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (9), (10), (11), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. Where administrators present the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
15. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
16. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or

waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.

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

18. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

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

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

F. Stipulated Agreements:

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

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

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

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

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunities may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student

participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participate in the adult education program.

2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.

3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

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

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

D. Content of Alternative Educational Opportunity

1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the Connecticut State Board of Education ("CSBE"), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the CSBE.

2. The Superintendent, or designee, shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

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

Notwithstanding Subsections X.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the Standards for Educational Opportunities for Students Who Have Been Expelled, adopted by the CSBE.

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

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

XI. Notice of Student Expulsion on Cumulative Record

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

In cases where the student's period of expulsion is shortened or waived in accordance with Section IX.D(16), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's

conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

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

XII. Change of Residence During Expulsion Proceedings

A. Student moving into the District:

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. Student moving out of the District:

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

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

A. Suspension of IDEA students:

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

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District.

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

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

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. Removal of Special Education Students for Certain Offenses:

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.

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

- a. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
- b. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

c. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

d. Serious bodily injury means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of the student's disability.
3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

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

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.

B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

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

XVII. Dissemination of Policy

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

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such students to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

ADMINISTRATIVE REGULATIONS REGARDING ALTERNATIVE EDUCATIONAL OPPORTUNITIES FOR EXPELLED STUDENTS

I. Applicability of these Administrative Regulations

These administrative regulations shall apply in cases when, pursuant to state law, a student in the Plymouth Public Schools (the "District") is entitled to an alternative educational opportunity during a period of expulsion.

II. Responsible Personnel

The administrator responsible for a school program ("responsible administrator") from which the student has been expelled, or designee(s), shall maintain responsibility for compliance with these administrative regulations relative to the individual student who is being provided with the alternative educational opportunity.

III. Student Placement Procedures

- A. After a student has been expelled, and unless extraordinary circumstances exist, the responsible administrator, or designee(s), will take the following steps:
 - 1. Meet with the expelled student's parent(s)/guardian(s) prior to the student's placement in an alternative educational setting to provide information concerning the potentially appropriate alternative educational opportunities for the student and to inform the parent(s)/guardian(s) and student of the right to apply for early readmission to school in accordance with Conn. Gen. Stat. Section 10-233d(j).
 - 2. Consult with relevant school personnel from the school from which the student was expelled, who are knowledgeable about the student, to obtain information regarding the student's academic, social, and behavioral history that will help inform the decision concerning an appropriate alternative educational opportunity. Such information may be gathered by written reports.
 - 3. After placement options have been shared with the parent(s)/guardian(s), convene a placement meeting at which all alternative educational opportunities are explored and a placement decision is made.
- B. The educational programming and placement for expelled students who are eligible to receive special education and related services under the Individuals with Disabilities Education Act ("IDEA") shall be determined by the student's Planning and Placement Team ("PPT"). In such case, Subsection A above shall not apply.

IV. Individualized Learning Plan

- A. Development of the Individualized Learning Plan

After the student has been accepted into an alternative educational placement, the responsible administrator, or designee, will develop an Individualized Learning Plan ("ILP") that will govern the programming for the student for the period of

expulsion. To develop the ILP, the responsible administrator, or designee, will collaborate with school personnel from the school or program from which the student was expelled, the student and the parent/guardian, and will review all relevant student records.

B. Contents of the Individualized Learning Plan

1. The ILP will reference student records with information relevant to the provision of an alternative educational opportunity. These records may include:
 - A. Student success plan (for students who have a student success plan as mandated by state law, the student success plan may inform the ILP but does not replace the ILP);
 - B. Individualized education program ("IEP");
 - C. Section 504 Plan;
 - D. Individualized health care plan or emergency care plan; and/or
 - E. Other relevant academic and behavioral data.
2. The ILP will address the following:
 - A. The student's academic and behavioral needs and appropriate academic and behavioral goals and interventions, including the student's core classes at the time of expulsion and the student's current placement or progress in the curriculum for those classes so that the student has an opportunity to continue to progress in the Board's academic program and earn graduation credits, if applicable;
 - B. Benchmarks to measure progress towards the goals and ultimately, progress towards graduation;
 - C. Provision for the timing and method for reviewing the student's progress in the alternative educational opportunity and for communicating that progress to the parent/guardian or student. For most students, monitoring and reviewing the student's progress will include monitoring the student's attendance, work completion and progress toward meeting the relevant academic standards for particular coursework, and thus progressing toward graduation, if applicable. The student's progress and grades will be communicated to the parents/guardians or student with the same frequency as similar progress for students in the regular school environment is reported and communicated to parents/guardians or students. The student's progress and grades will also be reported to the school or program from which the student was expelled;
 - D. Provision for the timely transfer of the student's records both from the student's school or program to the alternative educational opportunity provider, and also from the alternative educational opportunity provider to the student's school or program; and
 - E. The possibility of early readmission to the school or program from which the student was expelled and the early readmission criteria, if any, established by the Board or Superintendent, as applicable.

V. Review of Student's Placement in Alternative Educational Opportunity and Individualized Learning Plan

- A. A review of the appropriateness of the placement must occur at least once per marking period.
- B. The placement review must include:
 1. Review of the ILP to (1) assess progress and make adjustments as necessary and (2) determine its alignment with the goals of the student's IEP, where applicable; and
 2. Consideration of opportunities for early readmission as set forth in the ILP, as established by the Board or Superintendent, as applicable.

VI. Transition Plan for Readmission

A. Before a student is readmitted to the school or program from which the student was expelled, relevant staff should provide an opportunity to meet with the parents/guardians and student to discuss the student's readmission. As part of the readmission process and the student's ILP, the responsible administrator, or designee, should consider:

1. Efforts to readmit the student at a semester starting point (at the high school level);
2. A plan to transfer the student's credits and records back to the school or program from which the student was expelled:
 - a. The District will award an expelled high school student appropriate high school credit for work satisfactorily completed during the period the student participates in the alternative educational opportunity and will transfer relevant records back to the school or program from which the student was expelled;
 - b. The District will provide an expelled student transferring to a new school district a progress summary of all work completed during the course of the student's expulsion, and will indicate the course credit earned by the student for that work.
3. The student's need for academic and other supports upon returning to school; and
4. Efforts to connect the returning student with opportunities to participate in extracurricular activities.

B. In the event the responsible administrator, or designee, determines that a student's alternative educational opportunity is no longer beneficial to the student, but it remains inappropriate to return the student to the school or program from which the student was expelled, a plan for a different alternative educational opportunity may be developed in accordance with the procedures outlined in these Administrative Regulations.

CONFIDENTIALITY AND ACCESS TO RECORDS (FERPA NOTICE)

I. POLICY

The Plymouth Board of Education ("Board") complies with the state and federal laws and regulations regarding confidentiality, access to and amendment of education records maintained by the Plymouth Public Schools (the "District"). The Board shall implement procedures that protect the privacy of parents and students while providing proper access to records. Availability of these procedures shall be made known annually to parents of students currently in attendance and eligible students currently in attendance.

II. DEFINITIONS

- A. Access is defined as the right to inspect or review a student's education records or any part thereof. Access may include the right to receive copies of records under limited circumstances.
- B. Authorized representative means any entity or individual designated by the Board, a State educational authority, or an agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), to conduct -- with respect to Federal- or State-supported education programs -- any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.
- C. Biometric record, as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence; facial characteristics and handwriting.
- D. De-identified education records means education records or information from education records from which all personally identifiable information has been removed, and for which the district has made a

reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.

- E. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the parent's name, address and/or e-mail address; the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended, and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.
- F. Disciplinary action or proceeding means the investigation, adjudication or imposition of sanctions by an educational agency or institution with respect to an infraction or violation of internal rules of conduct applicable to students.
- G. Disclosure means to permit access to or to release, transfer, or other communication of personally identifiable information as contained in education records by any means, including oral, written or electronic means, to any party except the party identified as the party that provided or created the record.
- H. Education Records
 - 1. Education records means any information directly related to a student that is recorded in any manner (e.g., handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche) and that is maintained by the school system or persons acting for the school system.
 - 2. Education records do not include:
 - a) private, personal, or working notes in the sole possession of the maker thereof, and which are not accessible or revealed to any other individual except a "substitute";
 - b) records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement;
 - c) employment records used only in relation to the student's employment by the school district that are 1) made and maintained in the normal course of business, 2) relate exclusively to the student's capacity as an employee, and 3) are not made available for any other purpose;
 - d) records on an eligible student (i.e. over 18 or attending a postsecondary educational institution) that are considered "treatment records" as they meet the following criteria: 1) the records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the school district); however, the school district must, upon request, permit an eligible student to have a physician or other appropriate professional of the student's choice review his/her treatment records;
 - e) records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and

- f) grades on peer-graded papers before they are collected and recorded by a teacher.
- I. Eligible Student is a student or former student who has reached 18 years of age or is attending an institution of post-secondary education or is an emancipated minor.
- J. Legitimate Educational Interest means the need for a school official to review an education record in order to fulfill his or her professional responsibilities. The District's Title IX Coordinator has a legitimate educational interest when performing the functions of their professional duties.
- K. Parent is defined as a parent or parents of a student, including a natural parent, a guardian, or surrogate parent, or an individual acting as a parent in the absence of a parent or guardian. The rights of a parent shall transfer to an eligible student; however, a parent of a student who claims that student as a dependent under Section 152 of the Internal Revenue Code of 1986 is entitled to access to the student's education records without the eligible student's consent.
- L. Personally Identifiable Information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or his/her family; a personal identifier, such as the student's social security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.
- M. School Official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); the District's Title IX Coordinator; a person serving on the Board of Education; a volunteer, contractor or consultant or other party who performs an institutional service or function for the District (such as an attorney, auditor, medical consultant, therapist, or school resource officer); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing the school official's tasks.
- N. Signed and Dated Written Consent to disclose personally identifiable student information from a student's education records must specify the records to be disclosed, the purpose of disclosure and the party to whom such records should be provided. Consent may include a record and signature in electronic form provided that the consent identifies and authenticates a particular person as the source of electronic consent.

III. ANNUAL NOTIFICATION OF RIGHTS / RELEASE OF DIRECTORY INFORMATION

- A. On an annual basis, the school district will notify parents and/or eligible students currently in attendance of their rights regarding a student's education records. This notice will be published in all student handbooks in the school district and will also be published in the school district's guide to Pupil Personnel Services and will be published in any other manner "reasonably likely" to inform such parents and eligible students of their rights. The school district will take steps to ensure that parents or eligible students whose primary or home language is not English or who are disabled will also be notified of their rights regarding a student's education records.
- B. On an annual basis, the school district will also notify parents and/or eligible students currently in attendance of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.
- C. In the annual notification, the school district will also provide notice to parents and/or eligible students that the district is legally obligated to provide military recruiters, institutions of higher education, or school choice programs, upon request, with the names, addresses and telephone numbers of secondary school

students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objections must be in writing and shall be effective for one school year.

IV. CONFIDENTIALITY OF EDUCATION RECORDS

- A. All school officials are directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and administrative regulations and in a manner consistent with state and federal law.
- B. Education records are not public records and any disclosure other than to persons authorized to receive the records without prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.
- C. The school district shall use reasonable methods, including administrative policies and procedures, as well as physical and technological access controls, to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest.
- D. The district shall use reasonable methods to identify and authenticate the identity of parents, students, school officials and other parties to whom the district discloses personally identifiable information from education records.
- E. The district shall require contractors and other outside agencies with access to education records to certify their compliance with the confidentiality requirements of this policy, as well as applicable state and federal law.

V. ACCESS TO EDUCATION RECORDS

- A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Article XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.
- B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.
- C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of education records to a designated representative must be signed and dated by the parent or eligible student.
- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. For the records of **regular education students**, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.
- F. For **students requiring special education**, the Board will comply with a request to review and inspect the child's education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing or resolution session held in accordance with the IDEA; otherwise, the Board will comply with such request not later than ten (10) school days of such request.
- G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive **one free copy** of their child's (his/her) education records. The request for the free copy must be in writing and the Board will comply with the written request within ten (10) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the

criteria of an “education record” under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the Board shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student’s education record, which may include reviewing copyrighted testing instruments.

H. Aside from a parent or eligible student, staff members, school employees and other school officials may access a student’s education records **only if** they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Article VII, below.

I. Pursuant to the procedures set forth in Article VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.

J. Non-custodial Parents:

1. Divorced Parents

A parent does not lose his or her right to access to education records upon divorce.

Non-custodial parents retain their rights to review their child’s education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent’s rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.

2. Incarcerated Parents

Nothing in this policy shall be construed to limit a parent who is incarcerated from being entitled to knowledge of and access to all educational, medical, or similar records maintained in the cumulative record of any minor student of such incarcerated parent, except that such incarcerated parent shall not be entitled to such records if:

- (a) such information is considered privileged under Conn. Gen. Stat. § 10-154a, regarding a communication made privately and in confidence by a student to a professional employee in the course of the professional employee’s employment concerning alcohol or drug abuse or any alcoholic or drug problem of such student;
- (b) such incarcerated parent has been convicted in Connecticut or any other state of sexual assault in violation of Conn. Gen. Stat. §§ 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b, or 53a-73a; or
- (c) such incarcerated parents are prohibited from knowledge of or access to such a student’s cumulative record pursuant to a court order.

K. Unaccompanied Youth:

Notwithstanding anything in this policy to the contrary, an unaccompanied youth shall be entitled to knowledge of and have access to all educational, medical or similar records in the cumulative record of such unaccompanied youth maintained by the school district. For the purposes of this provision, the term “unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

L. Copies of Education Records/Fees:

1. The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible students) right to inspect and review the child's records shall include the right to receive **one free copy** of those records. The request for the free copy shall be made in writing. The Board shall comply with such requests as stated above.
2. In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall:
 - a. provide the parent or eligible student with a copy of the records requested, or
 - b. make other arrangements for the parent or eligible student to inspect and review the requested records.

VI. RECORD KEEPING REQUIREMENTS/DOCUMENTATION OF ACCESS TO EDUCATION RECORDS

- A. The school district will appoint an individual to be responsible for the care and upkeep of all education records. Education records are kept by categories, each of which encompasses a specific type of data collected during a student's educational career. These categories also determine how long the school district must maintain the records. The school district will provide to parents, on request, a list of the categories and locations of education records collected, maintained, or used by the school district.
- B. Except as provided below, a record (log) will be kept documenting each request for, and disclosure of, personally identifiable information from the education records of each student, including information found in computer memory banks. The record log shall contain:
 1. the name of any individual, agency, or organization that requested or obtained access to the student's records;
 2. the date of the request for access;
 3. whether access was given;
 4. the purpose for which the party was granted access to the records;
 5. the names of additional parties to whom the receiving party may disclose the information on behalf of the school district; and
 6. the legitimate educational interest in obtaining the information.
- C. The record (log) requirement does not apply to requests from, or disclosure to:
 1. a parent or eligible student;
 2. a party seeking directory information;
 3. a party who has a signed and dated written consent from the parent and/or eligible student;
 4. school officials from the school district in which the student is currently enrolled who have a legitimate educational interest in the information contained in the student's record; or
 5. persons seeking or receiving the information as directed by a Federal grand jury, other law enforcement subpoena, or ex parte order of the Attorney General of the United States (provided that the information requested is not to be redisclosed).
- D. The record (log) is a permanent part of the student's education records and must be available to the parent or eligible student upon request.

- E. If the district makes a release of education records without consent in **a health and safety emergency**, the district must record:
1. the articulable and significant threat to the health and safety of a student or other individuals that formed the basis for disclosure; and
 2. the parties to whom the district disclosed the information.

VII. THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION

- A. The school system or its designated agent(s) may not permit release of education records or any information from such records that contain personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or eligible student, except as indicated in Article VII.C below. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, video or audio recorded, person-to-person, statement over the telephone, on computer disk, e-mailed or electronic message, etc.) to any person other than those listed below, unless prior written consent has been obtained.
- B. To be effective, the written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.
- C. Personally identifiable information may be released **without consent** of the parents, or the eligible student, only if the disclosure meets one of the criteria set forth below:
1. School Officials:
 - a) The disclosure is to other school officials within the district, including teachers, who have been determined by the school district to have legitimate educational interests in the education records.
 - b) A contractor, consultant, volunteer, or other party to whom the district has outsourced institutional services or functions, provided that the party:
 - 1) performs an institutional service or function for which the district would otherwise use employees;
 - 2) is under the direct control of the district with respect to the use and maintenance of education records; and
 - 3) is subject to the requirements of FERPA with respect to the use and redisclosure of personally identifiable information from education records.
 - c) The Board shall comply with the below Section I of this Article VII prior to the provision of student records, student information or student-generated content to any school official who is a consultant or operator, as those terms are defined in Section I.
 2. Transfer Students:
 - a) The disclosure is to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Disclosure of personally identifiable information will be made only upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record pursuant to Article X.
 - b) When a student enrolls in a new public school district (including a public charter school), the receiving school district must send written notice of such enrollment to the school the

student previously attended not later than two (2) business days after the student enrolls. Not later than ten (10) days after receipt of such notice, the sending school shall transfer the student's records to the new school district.

- c) Upon notification by the Department of Children and Families ("DCF") of a decision to change the school placement for a student attending district schools who is placed in out-of-home care by DCF pursuant to an order of temporary custody or an order of commitment, in accordance with Section 46b-129 of the Connecticut General Statutes, the Board shall transmit to the receiving school, not later than one (1) business day after receipt of such notification from DCF, all essential education records for the student, including, but not limited to, the student's individualized education program ("IEP") and behavioral intervention plan, if any, and all documents necessary for the receiving school to determine appropriate class placement and to provide educational services. The Board shall transfer nonessential records to the receiving school in accordance with subsection b above.
- 3. The disclosure is to authorized representatives of the U.S. Comptroller, the U.S. Attorney General, the U.S. Secretary of Education, or State or local educational authorities. Disclosures of this nature may be made only in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with the Federal legal requirements that related to these programs. These entities may make further disclosures of personally identifiable information that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
- 4. The disclosure is made in connection with a student's application for, or receipt of, financial aid, if such information is necessary to determine eligibility for, the amount of, or the conditions for financial aid, or to enforce the terms and conditions of financial aid.
- 5. The disclosure is to state and local officials or authorities within the juvenile justice system as long as the officials and authorities to whom the records are disclosed certify in writing to the school district that (a) the information is required by the court, and (b) will not be disclosed to any other party without the prior, written consent of the parent of the student, except as provided under state law. Disclosure shall be permitted for information relating to the student's school attendance, adjustment and behavior, as well as the student's IEP and related documents if the student receives special education services. If a student is placed on probation by the juvenile court, school officials may issue their own recommendation concerning the conditions of the student's probation.
- 6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, so long as:
 - a) the study does not permit personal identification of parents or students by individuals other than representatives of the organization,
 - b) the information is destroyed after it is no longer needed for the purposes for which the study was conducted, and
 - c) the Board enters into a written agreement with the organization conducting the study that satisfies the requirements of 34 C.F.R. § 99.31(a)(6).
- 7. The disclosure is to accrediting organizations in order to carry out their accrediting functions.
- 8. The disclosure is to parents of an eligible student who claim that student as a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.

9. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance, unless such disclosure is in compliance with
 - a) a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
 - b) any other subpoena issued for a law enforcement purpose and the 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; or
 - c) an ex parte order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of terrorism crimes specified in 18 U.S.C. §§ 2331 and 2332b(g)(5)(B).
10. If the school district initiates legal action against a parent or student, the school district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff.
11. If a parent or eligible student initiates legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself.
12. The disclosure is to appropriate parties, including parents of an eligible student, in connection with a health and safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. In making a determination regarding the disclosure of education records without consent in a health and safety emergency, the district may take into account the totality of the circumstances pertaining to the threat to the health or safety of a student or other individuals. If the district reasonably determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided, however, that the district record such disclosure in accordance with Article VI.D, above.
13. The disclosure is to the parent of a student who is under 18 years of age or to the student.
14. The disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14071, and the information was provided to the district under 42 U.S.C. § 14071 and applicable federal guidelines.
15. The disclosure is to the Secretary of Agriculture or an authorized representative from the Food and Nutrition Service, or contractors acting on its behalf, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more federal meal or nutrition programs in order to report aggregate results that do not identify any individual. Such disclosures may only be made if:
 - a) the data collected will be protected to prevent the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture, and
 - b) any personally identifiable data will be destroyed when they are no longer needed for program monitoring, evaluations, and performance measurements.
16. The disclosure is to an agency caseworker or other representative of the DCF or other child welfare agency or tribal organization who has the right to access a student's case plan when the agency or organization is legally responsible for the care and protection of the student. The

agency or organization may not disclose the education records or personally identifiable information contained in such records, except to an individual or entity engaged in addressing the student's educational needs and authorized by the agency or organization to receive such disclosure. Any disclosures made by the agency or organization must comply with applicable confidentiality laws for student education records.

D. Directory Information

The school district will notify parents (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

1. School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objections must be in writing and shall be effective for one school year.
2. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.
3. The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.
4. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.
5. The school district will not use the student's social security number or other non-directory information alone or combined with other elements to identify or help identify the student or the student's records.

E. De-identified Records and Information

1. The school district may release education records or information from education records without the consent of a parent or eligible student after the removal of all personally identifiable information, provided that the district has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, taking into account other reasonably available information.
2. The school district may release de-identified education records including student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:
 - a) the district does not disclose any information about how it generates and assigns a record code, or that would allow a recipient of the information to identify a student based on the record code;
 - b) the record code is used for no purpose other than identifying a de-identified record for the purposes of education research and cannot be used to ascertain personally identifiable information about a student; and

- c) the record code is not based on a student's social security number or other personal information.

F. Disciplinary Records:

Nothing in this policy shall prevent the school district from:

1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.

- G. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends or is instructed to enroll.

H. Records of the Department of Children and Families ("DCF")

1. Documents related to any DCF child abuse and/or neglect investigations that are maintained by the Board are considered education records under the FERPA. As such, they are subject to the confidentiality and disclosure requirements set forth in this policy and in corresponding provisions of state and federal law. Such records, including records of allegations, investigations and reports made to DCF, should be kept in a confidential and central location, with restricted access and shall be disclosed only as authorized by law. In addition to meeting the requirements under FERPA, should the Board receive a request to disclose confidential DCF records to an outside third party, the Board shall redact the name or other personally identifiable information concerning the individual suspected of being responsible for the alleged abuse and/or neglect unless the requested records are being released to the individual named in the DCF records.
 2. In addition, the district shall redact the name or any personally identifiable information related to the identity of any individual responsible for making a report of alleged child abuse and/or neglect before releasing or transferring any DCF records containing such reports.
- I. Except as set forth in Subsection I.5, below, the Board shall enter into a written contract with a consultant or operator any time the Board shares or provides access to student information, student records, or student-generated content with such consultant or operator.
1. The provisions of said contract shall comply with the requirements of Conn. Gen. Stat. §§ 10-234aa to 10-234dd.
 2. The district shall maintain and update an Internet web site with information relating to all contracts entered into pursuant to Subsection I, above. On or before September 1st of each school year, the Board shall electronically notify students and the parents or legal guardians of students of the address of such Internet website. Not later than five (5) business days after executing a contract pursuant to this subsection, the Board shall post notice of such contract on the Board's website. The notice shall:
 - a. State that the contract has been executed and the date that such contract was executed;
 - b. Provide a brief description of the contract and the purpose of the contract; and
 - c. State what student information, student records or student-generated content may be collected as a result of the contract.
 3. For purposes of this subsection, upon receipt of notice of a breach of security that results in the unauthorized release, disclosure or acquisition of directory information, student information, student

records or student-generated content, the Board shall electronically notify, not later than two business days after receipt of such notice, the student and the parents or guardians of the student whose information is involved in such breach. The Board shall thereafter post notice of such breach on the Board's Internet web site. The Internet posting shall comply with the requirements of FERPA. All questions and concerns relative to breach of security shall be referred to:

Brian Falcone, Superintendent
bfalconeb@plymouth.k12.ct.us - 860-314-8005

4. For purposes of this subsection, the following definitions are applicable:

- a. Consultant means a professional who provides non-instructional services, including but not limited to, administrative, planning, analysis, statistical or research services, to the Board pursuant to a contract with the Board.
- b. Operator means any person who (a) operates an Internet web site, online service or mobile application with actual knowledge that such Internet web site, online service or mobile application is used for school purposes and was designed and marketed for school purposes, to the extent it is engaged in the operation of such Internet web site, online service or mobile application, and (b) collects, maintains or uses student information.
- c. School Purposes means purposes that customarily take place at the direction of a teacher or the Board, or aid in the administration of school activities, including but not limited to instruction in the classroom, administrative activities and collaboration among students, school personnel or parents or legal guardians of students.
- d. Student means a person who is a resident of the state and (a) enrolled in a preschool program participating in the state-wide public school information system, pursuant to Conn. Gen. Stat. § 10-10a; (b) enrolled in grades kindergarten to twelve, inclusive, in a school under the jurisdiction of the Board; (c) receiving special education and related services under an individualized education program; or (d) otherwise the responsibility of the Board.
- e. Student Information means personally identifiable information or material of a student in any media or format that is not publicly available and is any of the following:
 - 1) Created or provided by a student or the parent or legal guardian of a student, to the operator in the course of the student, parent or legal guardian using the operator's Internet web site, online service or mobile application for school purposes;
 - 2) Created or provided by an employee or agent of the Board to an operator for school purposes;
 - 3) Gathered by an operator through the operation of the operator's Internet web site, online service or mobile application and identifies a student, including but not limited to, information in the student's records or electronic mail account, first or last name, home address, telephone number, date of birth, electronic mail address, discipline records, test results, grades, evaluations, criminal records, medical records, health records, Social Security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious affiliations, text messages, documents, student identifiers, search activity, photographs, voice recordings, survey responses or behavioral assessments.
- f. Student Record means any information directly related to a student that is maintained by the Board or any information acquired from a student through the use of educational software assigned to the student by a teacher or employee of the Board, except student record does not include de-identified student information allowed under the contract to be used by the consultant or operator to:
 - 1) Improve educational products for adaptive learning purposes and customize student learning;

- 2) Demonstrate the effectiveness of the contractor's products in the marketing of such products; and
 - 3) Develop and improve the consultant's or operator's products and services.
5. Notwithstanding anything in this Subsection to the contrary, the Board may use an operator's or consultant's services without entering into a contract as described above, if the use of an Internet web site, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 and such Internet website, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb, provided:
- a. Such Internet web site, online service or mobile application complies with FERPA and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time;
 - b. The Board can provide evidence that it has made a reasonable effort to:
 - 1) enter into a contract with such consultant or operator to use such Internet web site, online service or mobile application, in accordance with the provisions of Conn. Gen. Stat. § 10-234bb; and
 - 2) find an equivalent Internet web site, online service or mobile application operated by a consultant or an operator that complies with the provisions of Conn. Gen. Stat. § 10-234bb;
 - c. The consultant or operator complies with the provisions of Conn. Gen. Stat. § 10-234cc for such use; and
 - d. The parent or legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, signs an agreement that:
 - 1) acknowledges such parent or legal guardian is aware that such Internet web site, online service or mobile application is unable to comply with the provisions of Conn. Gen. Stat. § 10-234bb; and
 - 2) authorizes the use of such Internet websites, online service or mobile application.
 - e. The Board shall, upon the request of a parent or legal guardian of a child, provide the evidence described in Subsection 5.b, above.

VIII. REDISCLOSURE OF EDUCATION RECORDS

- A. The school district may disclose personally identifiable information from an education record only on the conditions that:
 - 1. the party to whom the information is disclosed will not subsequently redisclose the information to any other party without the proper consent of the parent or eligible student, and
 - 2. the officers, employees, and agents of a party that receives such information may only use the information for the purposes for which disclosure was made.
- B. Notwithstanding the provisions of Section A above, the school district may disclose personally identifiable information from an education record with the understanding that the information may be re-disclosed by the recipient of the information as long as prior written consent for disclosure is not required, for one of the reasons listed in Article VII, Section C above, and at least one of the following conditions is met.

1. The record of the original disclosure includes the names of the parties to whom redisclosure is being made and the legitimate interests each such party has in requesting or obtaining the information.
 2. The original disclosure was to a state or local educational authority or federal official or agency as set forth in Article VII, Section C, and such state or local educational authority or federal official or agency has complied with the requirements of 34 C.F.R. § 99.32(b)(2).
 3. In the case of disclosures made pursuant to a court order or lawfully issued subpoena, the district has made a reasonable effort to notify the parent or eligible student in advance of compliance with the subpoena (except if such subpoena meets the criteria set forth above in Article VII, Section C (10)).
 4. Disclosure is made to a parent, an eligible student, or the parent of an eligible student.
 5. The information is considered directory information.
- C. In the event that the Student Privacy Policy Office determines that a third party outside of the school district has improperly redisclosed personally identifiable information from education records in violation of FERPA, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

IX. AMENDMENT OF EDUCATION RECORDS

- A. If a parent or an eligible student believes that information in the student's education records is inaccurate, misleading or in violation of the student's right to privacy, he/she is entitled to:
1. Request in writing that the school district amend the records;
 2. Receive within a reasonable period of time a decision from the school district with respect to its decision on the amendment(s) requested by the parent or eligible student.
- B. If the school district decides to amend the records, the school district shall promptly take such steps as may be necessary to put the decision into effect with respect to the requested amendments, and shall inform the parent or eligible student of the amendment.
- C. If the school district decides that an amendment of the records in accordance with the request is not warranted, it shall so inform the parent or eligible student and advise the parent or eligible student of the right to a hearing pursuant to this policy.

X. HEARING RIGHTS AND PROCEDURES

- A. Rights
1. Upon written request of a parent or eligible student to the Superintendent of Schools, an opportunity for a hearing shall be provided to challenge the content of a student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or otherwise in violation of the privacy rights of the student.
 2. If, as a result of the hearing, the school district decides that information contained in the education records of a student is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the records shall be amended, and the parent or eligible student shall be informed in writing.
 3. If, as a result of the hearing, the school district decides that information contained in the education records of a student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent or eligible student shall be informed of the right to place in the student's education records a statement commenting on the contested information or stating why the parent or eligible student disagrees with the district's decision, or both.

- a. Any statement placed in the records of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system.
- b. If the contested portion of the education record is disclosed by the school system, the statement of disagreement by the parents and/or eligible student shall also be disclosed.

B. Procedures

- 1. The hearing shall be held within a reasonable time after the school system has received the request, unless the parent or eligible student requests a delay.
- 2. The parent or eligible student shall be given notice of the date, place, and time of the hearing, within a reasonable time in advance of the hearing.
- 3. The hearing will be conducted by a person or persons appointed by the Superintendent of Schools. This person(s) shall be knowledgeable of the policies relating to confidentiality and shall not have a direct interest in the outcome of the hearing.
- 4. The parent or eligible student and the school system shall have the right to be represented by the person(s) of their choosing at their own expense, to cross-examine witnesses, to present evidence, and to receive a written decision of the hearing.
- 5. The decision reached through the hearing shall be made in writing within a reasonable period of time after the hearing. The decision will be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

XI. WAIVER OF RIGHTS

- A. A student who is an applicant for admission to an institution of postsecondary education, or is in attendance at an institution of post-secondary education, may waive his or her right to inspect and review confidential letters and confidential statements of recommendations with the following limitations:
 - 1. The student is notified, upon request, of the names of all individuals providing the letters or statements.
 - 2. The letters or statements are used only for the purpose for which they were originally intended.
 - 3. The waiver is not required by the district as a condition of admission to or receipt of any other service or benefit from the district.
 - 4. The waiver is in writing and executed by the student, regardless of age, rather than by the parent.
- B. A waiver may be revoked with respect to any actions occurring after the revocation.
- C. Revocation of a waiver must be in writing.

XII. SPECIAL CONFIDENTIALITY PROCEDURES FOR HIV-RELATED INFORMATION

- A. The following definitions shall apply to Article XII of this policy:
 - 1. Confidential HIV-Related Information

“Confidential HIV-related information” means any information pertaining to the protected individual or obtained pursuant to a release of confidential HIV-related information, concerning whether a person has been counseled regarding HIV infection, 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, including information pertaining to such individual's partners.

2. Health Care Provider

“Health Care Provider” means any physician, physician assistant, dentist, nurse, provider of services for persons with psychiatric disabilities or persons with intellectual disability, or other person involved in providing medical, nursing, counseling, or other health care, substance abuse or mental health service, including such services associated with, or under contract to, a health maintenance organization or medical services plan.

3. Protected Individual

“Protected individual” means 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.

4. Release of confidential HIV-related information

“Release of confidential HIV-related information” means a written authorization for disclosure of confidential HIV-related information which is signed by the protected individual or a person authorized to consent to health care for the individual and which is dated and specifies to whom disclosure is authorized, the purpose for such disclosure and the time period during which the release is to be effective. A general authorization for the release of medical or other information is not a release of confidential HIV-related information, unless such authorization specifically indicates its dual purpose as a general authorization and an authorization for the release of confidential HIV-related information and complies with the requirements of this subdivision.

5. School Medical Personnel

“School medical personnel” means an employee of the Board who is a school nurse or the school district medical adviser.

B. Confidentiality of HIV-related Information

1. All school staff must understand that no person who obtains confidential HIV-related information regarding a protected individual may disclose or be compelled to disclose such information. Each person who has access to confidential HIV-related information is responsible for ensuring that confidential HIV-related information is protected from disclosure and/or redisclosure.
2. Confidential HIV-related information is not public information and any disclosure, other than to persons pursuant to a legally sufficient release or to persons authorized by law to receive such information without a legally sufficient release, violates the law and Board policy.

C. Accessibility of Confidential HIV-related Information

1. No school staff member who obtains confidential HIV-related information may disclose or be compelled to disclose such information, except to the following:
 - a) the protected individual, the protected individual’s legal guardian or a person authorized to consent to health care for such individual;
 - b) any person who secures a release of confidential HIV-related information;
 - c) a federal, state or local health law officer when such disclosure is mandated or authorized by federal or state law;
 - d) a health care provider or health facility when knowledge of the HIV-related information is necessary to provide appropriate care or treatment to the protected individual or when confidential HIV-related information is already recorded in a medical chart or record and a

health care provider has access to such record for the purpose of providing medical care to the protected individual;

- e) a medical examiner to assist in determining cause of death; or
- f) any person allowed access to such information by a court order.

D. Procedures

1. If a school staff member, other than school medical personnel, is given confidential HIV-related information regarding a protected individual, who is also a student, from the student's legal guardian or the student, the school staff member shall attempt to secure a release of confidential HIV-related information for the sole purpose of disclosing such information to school medical personnel.
2. If a school medical personnel member is given confidential HIV-related information regarding a protected individual, who is also a student, by a student's legal guardian, or by the student, and the legal guardian or the student requests accommodations to the student's program for reasons related thereto, the school medical personnel member shall inform the legal guardian or the student, if an eligible student, that a release of confidential HIV-related information is necessary before such information may be disclosed to other educational personnel capable of assessing the need for and implementing appropriate accommodations to the student's program.
3. Any school staff member who obtains confidential HIV-related information from a source other than the protected individual or the protected individual's legal guardian, shall keep such information confidential and shall not disclose such information.
4. No school staff member may disclose confidential HIV-related information to other school staff members without first obtaining a release of confidential HIV-related information.
5. Any record containing confidential HIV-related information shall be maintained in a separate file, and shall not be subject to the provisions of this policy regarding accessibility of general student records.
6. If school medical personnel determine that the health and safety of the student and/or others would be threatened if a release of confidential HIV-related information is not obtained, the school medical personnel may seek a court order authorizing disclosure. In such cases, such confidential HIV-related information may be disclosed as set forth in and subject to any limitation of such court order.

E. Disclosures Pursuant to a Release

1. Any disclosure pursuant to a release shall be accompanied by a notice in writing stating, "This information has been disclosed to you from records whose confidentiality is protected by state law. State law prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by said law. A general authorization for the release of medical or other information is NOT sufficient for this purpose."
2. Oral disclosures must be accompanied or followed by the above notice within ten (10) days.
3. Except for disclosures made to a federal, state or local health officer when such disclosure is mandated or authorized by federal or state law, a notation of all disclosures shall be placed in the medical record or with any HIV-related test result of a protected individual, who shall be informed of such disclosures on request.

XIII. CHILD ABUSE REPORTING

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy P-4005.

XIV. RIGHT TO FILE A COMPLAINT

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

ADMINISTRATIVE REGULATIONS REGARDING EDUCATION RECORDS

A. DURATION OF EDUCATION RECORDS

1. Records shall be destroyed in accordance with district policy and the Records Retention Schedule of the Public Records Administrator.
2. Records may be maintained for longer periods of time whenever valid cause for the retention of records is shown to the custodian of records.
3. Notwithstanding the applicable retention schedule, the school district shall not destroy any education record if a parent or eligible student has an outstanding request to inspect and review the education record.

B. MAINTENANCE OF EDUCATION RECORDS OF TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

1. The Administration shall comply with all processes and procedures relative to the amendment of education records when presented with a request to change a student's name, gender, or any other information contained in education records.
2. If the Administration changes the name and/or gender in a transgender or gender non-conforming student's education record, all education records containing the student's birth name and gender shall be maintained, if so required under federal and/or state law and regulations, separately from other education records and in a strictly confidential location and manner.

C. RESPONSIBILITY FOR MAINTENANCE OF EDUCATION RECORDS

1. The Director of Pupil Personnel is the Custodian of Records.
2. In addition, the following personnel are designated as the guardians of records for each of the schools:
 - a) Categories A, B & D: Principal at each school.
 - b) Category C: Case Manager at each school.
 - c) With respect to confidential HIV-related information, if the Principal is a recipient of an HIV-related disclosure, the Principal shall be the guardian of records. If not, whoever was the recipient of the HIV-related disclosure shall be the guardian of the records.
 - d) With respect to child abuse and neglect investigation material, the Superintendent of Schools or designee shall be the guardian of the records.
 - e) With respect to Title IX records and documentation, the District's Title IX Coordinator shall be the guardian of the records.

3. The chief custodian of records will annually list for public inspection the names and positions of the custodians of records in each of the schools.
4. Each of the custodians of records shall supply parents, on request, a list of the types and locations of education records collected, maintained, or used within the Plymouth Public Schools.
5. The custodian of records is responsible for ensuring compliance with the confidentiality and access provisions of this Board policy and these administrative regulations.

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parents or eligible student believe are inaccurate or misleading, or otherwise violate the student's privacy rights.

Parents or eligible students who wish to ask the District to amend a record should write to the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

If the District decides not to amend the record as requested by the parents or eligible student, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

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

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); the District's Title IX Coordinator; a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities. The District's Title IX Coordinator has a legitimate educational interest when performing the functions of their professional duties.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose “Directory Information” concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent’s name, address and/or e-mail address, the student’s name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student’s social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student’s name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objections shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district’s obligations under both state and federal law.

Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Plymouth Board of Education (the “Board”) maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, “student data”). The address of the Internet website is <https://www.plymouth.k12.ct.us/>. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

TITLE IX - PROHIBITION OF SEX DISCRIMINATION AND SEXUAL HARASSMENT

The Plymouth Board of Education (the “Board”) and Plymouth Public Schools (the “District”) do not discriminate on the basis of sex and prohibit sex discrimination in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

Inquiries about Title IX may be referred to the District’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both. The District’s Title IX Coordinator is:

THE DISTRICT'S TITLE IX COORDINATOR: Beth Melillo
 TITLE: Assistant Superintendent/Director of Special Education and Pupil Personnel
 OFFICE ADDRESS: 27 North Harwinton Avenue, Terryville, CT 06786
 ELECTRONIC MAIL ADDRESS: melillob@plymouth.k12.ct.us
 TELEPHONE NUMBER: 860-314-8003

The Superintendent of Schools shall develop and adopt grievance procedures that provide for the prompt and equitable resolution of complaints made (1) by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or (2) by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law (the "Administrative Regulations").

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Sex discrimination includes sex-based harassment, as defined below.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*, or where an employee, agent or other person authorized by the Board to provide an aid, benefit or services under its education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct;
2. *Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b. the type, frequency, and duration of the conduct;
 - c. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. the location of the conduct and the context in which the conduct occurred; and
 - e. other sex-based harassment in the District's education program or activity; or
3. *A specific offense*, as follows:
 - a. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
 - c. Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or
 - d. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.

Reporting Sex Discrimination:

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

1. A “complainant,” which includes:
 - a. a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. a person other than a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the Board’s education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; and
3. The District’s Title IX Coordinator.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student of the District or employee of the Board; or
- Any person other than a student of the District or employee of the Board who was participating or attempting to participate in the Board’s education program or activity at the time of the alleged sex discrimination.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the District’s Title IX Coordinator or an administrator.

Any Board employee who has information about conduct that reasonably may constitute sex discrimination must as immediately as practicable notify the Title IX Coordinator. If the Title IX Coordinator is alleged to have engaged in sex discrimination, Board employees shall instead notify their building principal or the Superintendent of Schools, if the employee is not assigned to a school building.

Individuals may also make a report of sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111) and/or to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

ADMINISTRATIVE REGULATIONS PROHIBITION OF SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

The Plymouth Board of Education (the “Board”) and Plymouth Public Schools (the “District”) do not discriminate on the basis of sex and prohibit sex discrimination in any education program or activity that the Board and/or District operate, as required by Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq. and its implementing regulations (“Title IX”), as it may be amended from time to time, Title VII of the Civil Rights Act of 1964 (“Title VII”), and Connecticut law.

The District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District’s education

program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX, Title VII, or Connecticut law. Any reference in these Administrative Regulations to the Title IX coordinator or to an administrator includes such person's designee.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance. This includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. **Sex discrimination includes sex-based harassment**, as defined below.

Sex-based harassment under Title IX is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment*, or where an employee, agent or other person authorized by the Board to provide an aid, benefit or services under its education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct);
2. *Hostile environment harassment*, or unwelcome sex-based conduct that based on the totality of the circumstances, is (1) subjectively and objectively offensive and (2) so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
 - b. the type, frequency, and duration of the conduct;
 - c. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. the location of the conduct and the context in which the conduct occurred; and
 - e. other sex-based harassment in the District's education program or activity; or
3. *A specific offense, as follows:*
 - a. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
 - b. Dating violence, meaning violence committed by a person: (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (ii) where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship;
 - c. Domestic violence, meaning felony or misdemeanor crimes committed by a person who: (i) is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of Connecticut, or a person similarly situated to a spouse of the victim; (ii) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; (iii) shares a child in common with the victim; or (iv) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Connecticut; or
 - d. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for the person's safety or the safety of others; or (ii) suffer substantial emotional distress.

SECTION I: REPORTING SEX DISCRIMINATION

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination, please contact the District's Title IX Coordinator or an administrator. The District's Title IX Coordinator is:

THE DISTRICT'S TITLE IX COORDINATOR: Beth Melillo
 TITLE: Assistant Superintendent/Director of Special Education and Pupil Personnel
 OFFICE ADDRESS: 27 North Harwinton Avenue, Terryville, CT 06786
 ELECTRONIC MAIL ADDRESS: melillob@plymouth.k12.ct.us
 TELEPHONE NUMBER: 860-314-8003

The following people have a right to make a complaint of sex discrimination, including a complaint of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX and under the Board's policy and these Administrative Regulations:

1. A "complainant," which includes:
 - a. a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. a person other than a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant (collectively, "parent or guardian"); and
3. The District's Title IX Coordinator.

For clarity, a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of Title IX.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following people have a right to make a complaint:

- Any student of the District or employee of the Board; or
- Any person other than a student of the District or employee of the Board who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Consolidation shall not violate the Family Educational Rights and Privacy Act ("FERPA"), and thus requires that prior written consent is obtained from the parents or eligible students to the disclosure of their education records. Where the District is unable to obtain prior written consent, complaints cannot be consolidated. When more than one complainant or more than one respondent is involved, references in these Administrative Regulations to a party, complainant, or respondent include the plural, as applicable.

SECTION II: DEFINITIONS

1. **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
2. **Complainant** means (1) a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or (2) a person other than a student of the District or employee of the Board who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination. When a complainant is a student of the District, reference in these Administrative Regulations to the complainant includes the student's parent or guardian.
3. **Complaint** means oral or written requests to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations and under the Board's policy and these Administrative Regulations.
4. A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
5. **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as "affirmative consent").

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

- o Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.
- o Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.
- o It is the responsibility of each person engaging in a sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.
- o It shall not be a valid excuse to an alleged lack of affirmative consent that a respondent to the alleged violation believed that a complainant consented to the sexual activity:
 - § because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant consented, or
 - § if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.
- o The existence of a past or current dating or sexual relationship between a complainant and a respondent, in and of itself, shall not be determinative of a finding of consent.

6. **Disciplinary sanctions** means consequences imposed on a respondent following a determination under Title IX or under the Board's policy and these Administrative Regulations that the respondent violated the District's prohibition on sex discrimination.
7. For purposes of investigations and complaints of sex discrimination, **education program or activity** includes buildings owned or controlled by the Board and conduct that is subject to the District's disciplinary authority. The District has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the District's education program or activity or outside the United States.
8. **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
9. **Party** means a complainant or respondent.
10. **Pregnancy or related conditions** mean (A) pregnancy, childbirth, termination of pregnancy, or lactation; (B) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (C) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
11. **Relevant** means related to the allegations of sex discrimination under investigation as a part of the District's Title IX grievance procedures. Questions are **relevant** when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
12. **Remedies** means measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.
13. **Respondent** means an individual who is alleged to have violated the District's prohibition on sex discrimination. When a respondent is a student of the District, reference in these Administrative Regulations to respondent includes the student's parent or guardian.
14. **Retaliation** means intimidation, threats, coercion, or discrimination against any person by a student or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or Title

VII or their regulations or Connecticut law, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing or informal resolution process conducted pursuant to federal Title IX regulations or under the Board's policy and these Administrative Regulations. This also includes **peer retaliation**, which means retaliation by a student against another student.

15. **School days** means the days that school is in session as designated on the calendar posted on the District's website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as "school days" if such designation facilitates the prompt resolution of the grievance procedures.
16. **Supportive measures** means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to: (1) restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or (2) provide support during the District's grievance procedures or during the informal resolution process. Supportive measures may include counseling; extensions of deadlines or other course-related adjustments; increased security and monitoring; restrictions on contact; changes to class schedules or extracurriculars; training and education programs related to sex-based harassment, and other similar measures as determined appropriate by the Title IX Coordinator.

SECTION III: RESPONSE TO SEX DISCRIMINATION

1. **Notification of Procedures.** When notified of conduct that reasonably may constitute sex discrimination, including sex-based harassment, the Title IX Coordinator shall notify the complainant or, if the complainant is unknown, the individual who reported the conduct, of the grievance procedures, and the informal resolution process, if available and appropriate. If a complaint is made, the Title IX Coordinator shall also notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate.
2. **Supportive Measures.** When notified of conduct that reasonably may constitute sex discrimination, including sex-based harassment, an administrator will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the District's Title IX grievance procedures or during the informal resolution process. The District will not disclose information about any supportive measures to persons other than the person to whom they apply and their parent or guardian unless necessary to provide the supportive measure or restore or preserve a party's access to the educational program or activity.
 - a. Where a supportive measure has been implemented, a party may seek the modification or termination of the supportive measure, if the supportive measure is applicable to them and if the party's circumstances have materially changed. The District may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process.
 - b. **Challenge to Supportive Measures.** Upon an administrator's decision to provide, deny, modify or terminate a supportive measure, either a respondent or a complainant may challenge that decision. The challenged supportive measure must be applicable to the challenging party. A party's challenge may be based on, but is not limited to, concerns regarding whether the supportive measure is reasonably burdensome; reasonably available; being imposed for punitive or disciplinary reasons; imposed without fee or charge; or otherwise effective in meeting the purposes for which it is intended, including to restore or preserve access to the education program or activity, provide safety, or provide support during the grievance procedures. Such challenge shall be made in writing to the Title IX Coordinator.

Promptly and without undue delay after receiving a party's challenge, the Title IX Coordinator shall determine if the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures in this Administrative Regulation. When there is a change to a supportive measure currently in place, including the termination of the supportive measure, or where a new supportive measure is implemented or a requested supportive measure has been denied, the Title IX Coordinator shall notify the affected party of the determination.

In the event that the Title IX Coordinator made the decision to provide, deny, modify or terminate a supportive measure, the challenge will be assigned to a disinterested administrator.

3. **Informal Resolution Process.** In lieu of resolving a complaint of sex discrimination through the District's formal grievance procedures (outlined below), the parties may instead elect to participate in an informal resolution process. The District has discretion to determine whether it is appropriate to offer an informal resolution process and may decline to offer informal resolution despite one or more of the parties' wishes. The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with the law. Upon the District offering the informal resolution process to both parties, that parties shall have seven (7) school days to decide if they would like to participate in the process. The District shall obtain the parties' voluntary consent to proceed with the informal resolution process. If the informal resolution process proceeds, the Title IX Coordinator shall appoint an informal resolution facilitator, who will not be the same person as the investigator or the decision maker.

a. **Notice of Informal Resolution Process.** Promptly upon obtaining the parties' voluntary consent to process with the informal resolution process and before initiation of the informal resolution process, the District must provide to the parties written notice that explains:

- 1) the allegations;
- 2) the requirements of the informal resolution process;
- 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the formal grievance procedures;
- 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming the formal grievance procedures arising from the same allegations;
- 5) the potential terms that may be requested or offered in an informal resolution agreement (which may include, but are not limited to, restrictions on contact, restrictions on the respondent's participation in the District's programs or activities, other disciplinary sanctions, and/or sensitivity training), including notice that an informal resolution agreement is binding only on the parties; and
- 6) what information the District will maintain and whether and how the District could disclose such information for use in formal grievances procedures.

b. **Intake Meeting(s).** From the date of the written notice provided in subsection III.3.a, above, the parties will have thirty (30) school days to reach a resolution. The Title IX Coordinator may extend this timeframe for the same reasons identified in subsection IV.1.d, below. If a resolution is not reached, the District will continue resolving the complaint through the grievance procedures as outlined below. The informal resolution process will be designed to be collaborative, focusing on the needs of both parties. When the parties have agreed to pursue the informal resolution process, the informal resolution facilitator shall have a separate intake meeting with each party to determine the appropriate path for resolution. During the intake meeting(s), each party will have the opportunity to share their perspective on the allegations, and the informal resolution facilitator will ascertain the party's goals and motivation in pursuing an informal resolution process.

c. **Informal Resolution Process.** Depending on the allegations of sex discrimination, the District may offer, or the parties may request (subject to the District's approval), one or more of the following types of informal resolution processes:

- 1) **Facilitated Dialogue:** After the intake meeting(s), the parties engage in a direct conversation about the alleged sex discrimination with the assistance of the informal resolution facilitator. In a facilitated dialogue, the parties are communicating directly and sharing the same space (virtually or in-person). During a facilitated dialogue, the parties will have the opportunity to discuss their individual experiences and listen to the experiences of others with the intention of reaching a mutually agreeable resolution.
- 2) **Mediation:** After the intake meeting, the parties will engage in back-and-forth communication to reach an agreed-upon resolution. Mediation may take place electronically or in-person or virtually, with the parties in different locations (e.g. not face-to-face). The parties will have the opportunity to speak with the informal resolution facilitator, and the informal resolution facilitator will communicate each party's

perspective to the opposing party. Mediation may be completed in one session or may require multiple sessions.

d. *Informal Resolution Agreement.* After the parties have reached an agreed-upon resolution, the informal resolution facilitator shall memorialize such agreement in writing. Such resolutions may include, but are not limited to, mutual no-contact orders; agreed upon sensitivity training; restrictions on the respondent's participation in the District's programs or activities or other disciplinary sanctions; or other mutually agreed upon resolutions. Both parties shall sign the informal resolution agreement, at which point the matter will be considered resolved.

e. *Retaliation and Subsequent Conduct.* Nothing in this section precludes an individual from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

4. **Emergency Removal.** The District will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination. However, the District may remove a respondent from the District's program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of the complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

5. **Students with Disabilities.** If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one or more members of the student's Planning and Placement Team or Section 504 Team to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act throughout the implementation of the grievance procedures, including in the implementation of supportive measures.

6. **Absence of a Complaint.** In the absence of a complaint, or the withdrawal of any or all allegations in the complaint, and in the absence or termination of the informal resolution process, the Title IX Coordinator shall make a fact-specific determination regarding whether the Title IX Coordinator should initiate a complaint of sex discrimination. In making this determination, the Title IX Coordinator shall consider, at a minimum, the following factors:

- a. The complainant's request not to proceed with initiation of a complaint;
- b. The complainant's reasonable safety concerns regarding initiation of a complaint;
- c. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- d. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from the District's program or activity or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- e. The age and relationship of the parties, including whether the respondent is a Board employee;
- f. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- g. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- h. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health or safety of the complainant or other person, or that the alleged conduct prevents the District from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

SECTION IV: GRIEVANCE PROCEDURES FOR COMPLAINTS OF SEX DISCRIMINATION

1. Basic Requirements for the Grievance Procedures.

- a. The District will treat complainants and respondents equitably.

- b. The District prohibits any Title IX Coordinator, investigator, or decision maker from having a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- c. The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
- d. The District has established timeframes for the major stages of the grievance procedures. The District has also established the following process that allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay:
 - 1) When determining whether a reasonable extension of time frames is appropriate, the Title IX Coordinator shall pursue a two-step inquiry. When appropriate, the Title IX Coordinator shall make this determination in consultation with the investigator, decisionmaker, appeal decision maker and/or the informal resolution facilitator.
 - 2) First, the Title IX Coordinator shall determine whether a good cause exists. Good cause shall include, but is not limited to, the absence or illness of a party or a witness; concurrent law enforcement activity and/or activity by the Department of Children and Families; school being out of session; or particular circumstances based on the Title IX Coordinator's experience and familiarity with the complaint that constitute good cause. Reasonable modifications for those with disabilities and language assistance for those with limited proficiency in English should be provided within the established timeframes without need for a reasonable extension.
 - 3) The existence of good cause will not always require a reasonable extension. When evaluating whether such good cause warrants a reasonable extension of time, the Title IX Coordinator shall, in part, determine whether there is a reasonable alternative that may be pursued in lieu of an extension. Where no such alternative exists and where a reasonable extension is necessary to properly effectuate the District's grievance procedures, the Title IX Coordinator shall determine an appropriate extension of time and provide notice of the period of extension to the parties in writing.
- e. The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will be designed to not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members or confidential resources; or otherwise preparing for or participating in the grievance procedures. The District prohibits retaliation by or against any parties, including against witnesses.
- f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory (tending to prove sex discrimination) and exculpatory evidence (tending to disprove sex discrimination). Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- g. The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
 - 1) Evidence that is protected under a privilege recognized by Federal or Connecticut law, unless the person to whom the privilege is owed has voluntarily waived the privilege;
 - 2) A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
 - 3) Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
- h. The District will not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in

prohibited sex discrimination. However, the District may remove a respondent from the District's program or activity on an emergency basis, as discussed above.

2. Filing a Complaint. A complainant (as defined above) and/or their parent or guardian may file a written or oral complaint with the Title IX Coordinator or an administrator to initiate the District's grievance procedures. Complaints should be filed within thirty (30) school days of the alleged occurrence. If a complaint is filed after thirty (30) school days of the alleged occurrence, the District may be limited in its ability to investigate the complaint.

3. Notice of District Grievance Procedures. If not already done, within five (5) school days of receiving a complaint, the Title IX Coordinator shall inform the complainant and their parent or guardian about the District's Title IX grievance procedures, offer the complainant supportive measures, and, where appropriate, inform the complainant and their parent or guardian about the District's informal resolution process. Through this notification, the Title IX Coordinator shall confirm that the complainant is requesting the District to conduct an investigation and make a determination regarding their allegations of sex discrimination. When the Title IX Coordinator is named as the respondent, the building principal or administrator responsible for the program shall notify the complainant and their parent or guardian.

4. Jurisdiction and Dismissal. Prior to initiating an investigation into the alleged sex discrimination and prior to issuing the notice of allegations, the Title IX Coordinator shall review the complaint and determine jurisdiction. If the alleged conduct occurred in the District's program or activity or the conduct is otherwise subject to the District's disciplinary authority, then the District has jurisdiction. If there is no jurisdiction, the Title IX Coordinator must dismiss the complaint. The Title IX Coordinator shall make a determination regarding jurisdiction within five (5) school days of receiving the complaint.

a. The Title IX Coordinator or the investigator may dismiss a complaint of sex discrimination prior to issuing the notice of allegations and prior to reaching a determination regarding responsibility where:

- 1) The District is unable to identify the respondent after taking reasonable steps to do so;
- 2) The respondent is not participating in the District's education program or activity and/or is not employed by the Board;
- 3) The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- 4) The Title IX Coordinator determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations by communicating with the complainant to discuss the allegations in the complaint.

b. Upon dismissal of the complaint, the Title IX Coordinator will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing. When a complaint is dismissed, the District will, at a minimum:

- 1) Offer supportive measures to the complainant as appropriate;
- 2) If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- 3) Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

c. Appeal of Dismissal. The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. The District's appeal procedures will be implemented equally for all parties.

- 1) Dismissals may be appealed on the following bases:
 - a) Procedural irregularity that would change the outcome;

- b) New evidence that would change the outcome and that was not reasonably available when the dismissal was issued; and
- c) The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

2) If the dismissal is appealed, an administrator who did not take part in the investigation of the allegations or the dismissal of the complaint will be the appeal decision maker for the dismissal. The District's appeal process for the dismissal of a complaint provides the following:

- a) The appealing party shall have five (5) school days, from the receipt of the dismissal, to submit a written statement in support of, or challenging the outcome of the dismissal;
- b) The appeal decision maker must promptly notify the other party of the appeal;
- c) The other party shall have five (5) school days, from receiving notice from the appeal decision maker to submit a written a statement in support of, or challenging, the outcome; and
- d) Within ten (10) school days following the other party's opportunity to provide a statement, the appeals decision maker shall provide the parties the result of the appeal and the rationale for the result.

5. Notice of Allegations. Upon receipt or filing by the Title IX Coordinator of a complaint, and after determining that the District retains jurisdiction over the complaint, the Title IX Coordinator must provide a notice of allegations to the parties that includes the following:

- a. The District's Title IX grievance procedures and availability of the informal resolution process;
- b. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- c. A statement that retaliation is prohibited; and
- d. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the investigator decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the initial notice of allegations or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations by issuing an additional notice of allegations.

6. Investigation. The District will provide for the adequate, reliable, and impartial investigation of complaints. In most circumstances, the District will institute a unified investigative model in which an administrator, or a team of administrators, will serve as both the investigator and the decision maker. In rare circumstances, the Title IX Coordinator may implement a bifurcated investigative model in which the investigator and the decisionmaker are separate administrators, or separate teams of administrators. The implementation of a bifurcated investigative model shall be in the sole discretion of the District, based on a review by the Title IX Coordinator of the complexity of the investigation and the resources needed. The following applies to all investigations, except as otherwise provided herein:

- a. The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- b. The investigator(s) will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- c. The investigator(s) will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- d. *Disclosure of Evidence*: Prior to making a determination, the investigator(s) will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible.

- 1) Access to such evidence shall be accomplished by the investigator(s) providing the parties with a description of such evidence or the actual relevant and not otherwise impermissible evidence.
 - 2) The parties shall have five (5) school days to review a description of the evidence or the actual evidence.
 - 3) If not already provided, the parties may request to review the relevant and not otherwise impermissible evidence, rather than a description of the evidence. Parties requesting a review of the evidence must do so within the five (5) school day review period identified above.
 - 4) The parties may submit a written response to the evidence, which must be received by the investigator(s) no later than the end of the five (5) school day review period identified above.
 - 5) Based on the complexity and amount of the evidence, the investigator(s) may provide the parties with additional time to review and respond to the evidence.
 - 6) The District strictly prohibits the unauthorized disclosure of information and evidence obtained solely through the grievance procedures by parties or any other individuals involved in the Title IX grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.
- e. *Only when using a bifurcated investigative model*, the investigator(s) will draft an investigative report that summarizes the relevant and not otherwise impermissible evidence. The investigator(s) will provide this report to the parties and to the decision maker(s).

7. Questioning the Parties and Witnesses. The decisionmaker(s) shall question parties and witnesses to adequately assess the credibility of a party or witness, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Credibility may be considered to be in dispute where the decision maker(s) must choose between competing narratives to resolve the complaint. The decision maker(s), at their discretion, may conduct individual meetings with the parties or witnesses to evaluate credibility. The decision maker(s) may consider the following factors in making this evaluation:

- a. Plausibility – Whether the testimony is believable on its face; whether the party or witness experienced or perceived the conduct firsthand; and/or whether there are any inconsistencies in any part of the party's or witness's testimony;
- b. Corroboration – Whether there is other testimony or physical evidence that tends to prove or disprove the party's or witness's testimony;
- c. Motive to Falsify – Whether the party or the witness had a motive to lie; whether a bias, interest or other motive exists; and/or whether there is a fear of retaliation;
- d. Demeanor – Evaluating the party's or witness's body language, including whether there is a perceived nervousness and/or they make tense body movements.

The decision maker(s) shall consider the credibility of any party and witness based on the factors above, as well as the evidence and information gathered during the investigation.

8. Determination of Whether Sex Discrimination Occurred. Following an investigation and evaluation of all relevant and not otherwise impermissible evidence and within sixty (60) school days of issuing the initial notice of allegations, the decision maker(s) will:

- a. Use the preponderance of the evidence standard to determine whether sex discrimination occurred. The standard requires the decisionmaker(s) to evaluate relevant and not otherwise impermissible evidence and determine if it is more likely than not that the conduct occurred. If the decisionmaker(s) is not persuaded by a preponderance of the evidence that sex discrimination occurred, the decisionmaker(s) shall not determine that sex discrimination occurred;
- b. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX and/or the Board's policy and these Administrative Regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal;

- c. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination;
- d. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- e. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

9. **Remedies and Disciplinary Sanctions.** If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

- a. Coordinate the provision and implementation of remedies to a complainant and other people the District identified as having had equal access to the District's education program or activity limited or denied by sex discrimination. These remedies may include, but are not limited to: continued supports for the complainant and other people the District identifies; follow-up inquiries with the complainant and witnesses to ensure that the discriminatory/harassing conduct has stopped and that they have not experienced any retaliation; training or other interventions for the larger school community designed to ensure that students, staff, parents, Board members and other individuals within the school community understand the types of behavior that constitute discrimination/harassment, that the District does not tolerate it, and how to report it; counseling supports; other remedies as may be appropriate for a particular circumstance as determined by the Title IX Coordinator.
- b. Coordinate the imposition of disciplinary sanctions, as appropriate, for a respondent, including notification to the complainant of any such disciplinary sanctions. The possible sanctions may include, but are not limited to, discipline up to and including expulsion for students and termination of employment for employees; resolution through restorative practices; and/or restrictions from athletics and other extracurricular activities.
- c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- d. Communicate with a student's PPT or Section 504 team prior to disciplining a respondent to ensure compliance with the requirements of the IDEA and Section 504 with respect to discipline of students.
- e. If expulsion is recommended, refer a student respondent to the Board for expulsion proceedings pursuant to Connecticut law.

10. **Appeal of Determination.** After receiving the written determination of the outcome, parties shall have ten (10) school days to submit a formal written statement of appeal, if they so choose, to the Title IX Coordinator challenging the outcome of the grievance procedures and explaining the basis for appeal.

Upon receipt of an appeal, the Superintendent shall appoint a decisionmaker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s), or initial decision maker(s). The decision maker(s) for the appeal will provide the appealing party's written statement to the non-appealing party. The non-appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance procedures.

The decision maker(s) for the appeal shall review the evidence and the information presented by the parties and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator(s) and the parties, a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the written outcome. Generally, a party's disagreement with the outcome of the investigation, alone, will not be a basis for further action. The decision maker(s) for the appeal will attempt to issue written notice of the outcome of the appeal to the parties within thirty (30) school days of receipt of all written statements from the parties.

SECTION V: PREGNANCY OR RELATED CONDITIONS

When any District employee is notified by a student or a student's parent or guardian that the student is pregnant or has a related condition, the District employee must promptly provide the student or parent or guardian with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific actions to

prevent sex discrimination and ensure the student's equal access to the District's education program or activity. Once a student or a student's parent or guardian notifies the Title IX Coordinator of the student's pregnancy or related condition, the Title IX Coordinator must take specific actions to prevent discrimination and ensure equal access, as outlined in 34 C.F.R. § 106.40(b)(3) of the Title IX federal regulations.

For Board employees, the District will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes and follow the provisions outlined in 34 C.F.R. § 106.57 of the Title IX federal regulations. The District will provide reasonable break time for an employee to express breast milk or breastfeed as needed. The District will also ensure that an employee can access a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

SECTION VI: RETALIATION

The District prohibits retaliation, including peer retaliation, in its education program or activity. When the District has information about conduct that reasonably may constitute retaliation under Title IX and/or the Board's policy and these Administrative Regulations, the District must initiate its grievance procedures or, as appropriate, an informal resolution process.

SECTION VII: RECORDKEEPING

The District will maintain for a period of seven (7) years:

1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
2. For each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination under Title IX, records documenting the actions the District took in response; and
3. All materials used to provide training to employees pursuant to this Administrative Regulation. The District will make these training materials available upon request for inspection by members of the public.

SECTION VIII: TRAINING

The District shall provide the individuals designated below with the following training promptly upon hiring or change of position that alters their duties, and annually thereafter.

1. *All employees.* All employees shall be annually trained on the District's obligation to address sex discrimination in its education program or activity; the scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment; and all applicable notification and information requirements related to pregnancy and related conditions and the District's response to sex discrimination.
2. *Investigators, decisionmakers, and other persons who are responsible for implementing the District's grievance procedures or have the authority to modify or terminate supportive measures.* Any employee who will act as an investigator, decisionmaker, or is responsible for supportive measures shall be annually trained on the District's response to sex discrimination; the District's grievance procedures; how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and the meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under the grievance procedures.
3. *Informal Resolution Facilitator.* Any employee who will act as an informal resolution facilitator shall be annually trained on the topics in subsection (1) and the rules and practices associated with the District's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
4. *Title IX Coordinator.* Any employee who will serve as the Title IX coordinator must be trained on above subsections (1)-(3) and must be trained on their specific responsibilities under Title IX, the District's recordkeeping system and the requirements recordkeeping under Title IX.

SECTION IX: FURTHER REPORTING

At any time, a complainant alleging sex discrimination may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 9th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

Individuals may also make a report of sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

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

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

ADMINISTRATIVE REGULATIONS REGARDING ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" as defined in these regulations.
2. "Disciplinary absence" - any absence as a result of school or District disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent except for each day that the student receives alternative education programming for at least half of the instructional school day. A disciplinary absence is not considered excused or unexcused for attendance and truancy purposes.
3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and/or motor abilities.
4. "Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:
 - a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.
 - b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);

- ii. religious holidays;
- iii. mandated court appearances (documentation required);
- iv. funeral or death in the family, or other emergency beyond the control of the student's family;
- v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and this regulation; or
- vi. lack of transportation that is normally provided by a District other than the one the student attends.

c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

5. "In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (e.g., field trip) for at least half of the regular school day; and/or participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day.

6. "Mental health wellness day" - a school day during which a student attends to such a student's emotional and psychological well-being in lieu of attending school.

7. "Remote learning" instruction by means of one or more Internet-based software platforms as part of a remote learning model may be authorized by the Plymouth Board of Education (the "Board") in accordance with applicable law.

8. "Student" - a student enrolled in the Plymouth Public Schools (the "District").

9. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

10. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

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

B. Mental Health Wellness Days

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism, as defined in Section II of this policy.

C. Written Documentation Requirements for Absences

1. Written documentation must be submitted for each incidence of absence within ten (10) school days of the student's return to school. Consecutive days of absence are considered one incidence of absence.
2. The first nine (9) days of absence will be excused upon receipt of a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate.
3. For the student's tenth (10th) absence, and all absences thereafter, documentation of the absence must be submitted in accordance with paragraphs 1 and 2 above, and must also include the reason for the absence and the following additional information:
 - a. student illness:
 - i. a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
 - ii. a signed note from the school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
 - b. religious holidays: none.
 - c. mandated court appearances:
 - i. a police summons;
 - ii. a subpoena;
 - iii. a notice to appear;
 - iv. a signed note from a court official; or
 - v. any other official, written documentation of the legal requirement to appear in court.
 - d. funeral or death in the family, or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
 - e. extraordinary educational opportunity pre-approved by the District administrators and in accordance with State Department of Education guidance and this policy: written pre-approval from the administration, in accordance with this regulation.
 - f. lack of transportation that is normally provided by a District other than the one the student attends: none.
4. Neither e-mail nor text message shall satisfy the requirement of written documentation. Under certain circumstances, a building administrator may accept the delivery of written documentation through a scanned copy sent by e-mail or submission of a report through an online system established for parents/guardians to comply with attendance reporting requirements.
5. The District reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.
6. Any absence that is not documented in accordance with this regulation within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at the building principal's discretion, grant up to a five (5) school day extension for provision of completed documentation.

D. Extraordinary Educational Opportunities

1. To qualify as an extraordinary educational opportunity, the opportunity must:
 - a. be educational in nature and must have a learning objective related to the student's course work or plan of study;
 - b. be an opportunity not ordinarily available to the student;
 - c. be grade and developmentally appropriate; and
 - d. include content that is highly relevant to the student; while some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students.
2. Family vacations do not qualify as extraordinary educational opportunities.
3. All requests for approval of extraordinary educational opportunities must:
 - a. be submitted to the building principal in writing prior to the opportunity, but no later than ten (10) school days prior to the opportunity except in exceptional circumstances at the discretion of the building principal;
 - b. contain the signatures of both the parent/guardian and the student;
 - c. include an outline of the learning objective of the opportunity and include detail as to how the objective is linked to the student's coursework or plan of study; and
 - d. include additional documentation, where available, about the opportunity.
4. The building principal shall provide a response in writing and include the following:
 - a. either approval or denial of the request;
 - b. brief reason for any denial;
 - c. any requirements placed upon the student as a condition of approval;
 - d. the specific days approved as excused absences for the opportunity; and
 - e. the understanding that the building administrator may withdraw approval if the opportunity is canceled or the student fails to meet the agreed-upon requirements of the approval.
5. All decisions of the building principal relating to extraordinary educational opportunities shall be final.
6. Students who are granted excusal from school to participate in extraordinary educational opportunities are expected to share their experiences with other students and/or school staff when they return.
7. Approval for an extraordinary educational opportunity is determined on a case-by-case basis and the analysis of individualized factors. An opportunity approved for one student may not be approved for another.

E. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the District office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student who is both (1) under seventeen (17) years of age and (2) a parent may request permission from the Board to attend adult education classes. The Board may, by a majority vote of the members of the Board present and voting at a regular or special meeting of the Board called for such purpose, assign such student to adult education classes.

3. A student who is (17) years of age shall not be considered truant if the parent or person having control over such child withdraws such child from school and enrolls such child in an adult education program pursuant to Conn. Gen. Stat. § 10-69. Such parent or person shall personally appear at the District office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that the District has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

4. A student who is eighteen (18) years of age or older may withdraw from school. Such students shall personally appear in person at the District office and sign a withdrawal form. Such withdrawal form must include an attestation from a guidance counselor, school counselor, or school administrator of the school that the District has provided such student with information on the educational options available in the school system and community.

5. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

F. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section E.3 or E.4, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section E.3 or E.4, above) seeks readmission within ten (10) school days of the student's withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

G. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless the student receives an alternative educational program for at least half of the instructional school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate in accordance with applicable law.

H. Procedures for students in grades K-8*

1. Notification

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

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of

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

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal shall make a reasonable effort to notify the parent or other person having control of such student by telephone, mail or email of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

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

1. Intervention

a. When a student is truant, the building principal or designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than **ten (10) days** after the student becomes truant. The District shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise non-responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The District shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. When a student is truant, the Superintendent or designee shall provide notice to the student's parent or guardian of the information concerning the existence and availability of the 2-1-1 Infoline program, and other pediatric mental and behavioral health screening services and tools described in Conn. Gen. Stat. § 17a-22r.

d. When a student is truant, an appropriate school mental health specialist, as determined by the District, shall conduct an evaluation of the student to determine if additional behavioral health interventions are necessary for the well-being of the child. "School mental health specialist" means any person employed by the District to provide mental health services to students, including but not limited to a school social worker, school psychologist, trauma specialist, behavior technician, board certified behavior analyst, school counselor, licensed professional counselor or licensed marriage and family therapist.

e. When a student is truant, the District shall implement the truancy intervention model developed by the State Department of Education that accounts for mental and behavioral health, if the State Department of Education has developed such model. Otherwise, the District shall implement a truancy intervention plan that meets the requirements set forth in Conn. Gen. Stat. § 10-198e(b).

f. If the Commissioner of Education determines that any school under the jurisdiction of the Board has a disproportionately high rate of truancy, the District shall implement in that school a truancy intervention model identified by the State Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

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

- h. Where the documented implementation of the procedures specified in subsections (a) through (e) above does not result in improved outcomes despite collaboration with the parent/guardian, the Superintendent or designee may, with written parental consent, refer a student who is truant to a Youth Service Bureau.

J. Attendance Records

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

II. **Chronic Absenteeism**

A. Definitions for Section II

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

B. Establishment of Attendance Review Teams

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

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

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

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

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, as defined under I.A.9, and chronically absent students and their parents or guardians.

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

D. State Chronic Absenteeism Prevention and Intervention Plan

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

III. Reports to the State Regarding Truancy Data

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

GREEN CLEANING PROGRAMS

It is the policy of the Plymouth Board of Education (the "Board") to implement a green cleaning program in which the Board procures and properly uses environmentally preferable cleaning products in school buildings and facilities. Pursuant to subsection (a)(2)(A) of section 10-231g of the Connecticut General Statutes, any disinfectant, disinfecting cleaner, sanitizer or any other antimicrobial product approved by federal law may be used by the Board.

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

The Board shall make such notice, as well as the report submitted to the Department of Education pursuant to subsection (a) of section 10-220 of the Connecticut General Statutes (*i.e.*, required report on condition of facilities, action taken to implement the Board's long-term school building program, indoor air quality and green cleaning program), available on its web site and the web site of each school under such board's jurisdiction. If no such web site exists, the Board shall make such notice otherwise publicly available.

Legal References:

Connecticut General Statutes:

§ 10-220(a) Duties of board of education.

§ 10-231g Green cleaning program at schools: Definitions. Implementation.

Notice.

INDOOR AIR QUALITY

Connecticut General Statutes §10-220 requires that for every school building constructed, extended, renovated or replaced on or after January 1, 2003, a board of education must provide a uniform inspection and evaluation program of indoor air quality. Results of this inspection and evaluation procedure are available for public inspection upon request.

WELLNESS

It is the policy of the Plymouth Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review any available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (*i.e.* any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

I. GOALS AND GUIDELINES

The Board, following consultation with the Advisory Council, adopts the following goals and guidelines in order to promote student wellness:

A. Nutrition Education and Promotion

- Including nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods
- Integrating nutrition education into other core subjects such as math, science, language arts, and social sciences, as well as in non-core and elective subjects
- Including nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium and/or bulletin boards that are frequently rotated, updated or changed

B. Physical Activity and Other School-Based Activities

- Adopting a written physical education curriculum for grades K-12 that is aligned with national and/or state physical education standards
- Encouraging and promoting healthy initiatives that promote physical activity and healthy eating
- Completing and reporting the results of the School Health Index self-assessment process to assess the extent to which some or all components of the local school wellness policy are being implemented in schools
- Addressing before and after school physical activity for all students including clubs, intramural, and interscholastic opportunities
- Setting minimum physical education requirements including time, frequency and intensity
- Addressing qualifications for physical education teachers for grades K-12 and physical education training and professional development
- Setting minimum requirements for recess, including amount of time and scheduling of recess time
- Requiring recess to be outdoors if possible
- Using physical activity as a reward and not punishment
- Prohibiting the withholding of physical activity as a punishment
- Scheduling school meals at appropriate times in appropriate settings

C. Nutritional Guidelines for School Food

- The district is in compliance with updated meal patterns (e.g. offering fruits and vegetables each day, more whole grains and portion sizes and calories standards to maintain a healthy weight)
- All schools provide breakfast through the USDA School Breakfast Program
- A description of nutrition standards for school meals is provided per request.
- Provide the website address of current school menus.
- Participation in the school meal programs will be promoted, how families are notified of the availability of Child Nutrition Programs, and how to determine children's eligibility for such programs.
- School meals are prepared onsite or offsite, and if a food service management company operates the school meal programs
- Compliance with USDA nutrition standards for all food and beverages sold to students during the school day.
- Ensuring that students qualifying for free or reduced priced meals are not overtly identified in any way.
- Feeding children with unpaid meal balances without stigmatizing them.

Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 and 220.8 as applicable. See <https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program>.

D. Guidelines for the Marketing of Food on Campus

Food or beverage marketing on campus during school hours shall only be permitted for foods and beverages that may be sold on the school campus during the school day and that comply with competitive food standards. Food

marketing includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage, product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. Food marketing includes the marketing of food or beverages on the exterior of vending machines, through posters, menu boards, coolers, trash cans and other food service equipment, cups used for beverage dispensing, on educational materials, and in school publications and school media outlets.

II. MEASURING THE IMPLEMENTATION OF WELLNESS POLICY

A. Oversight of the Wellness Policy

Pursuant to this policy, the Board shall designate the [title of position] to be responsible for the implementation and oversight of the school district's wellness program. The [title of position] will be responsible for ensuring that the goals and guidelines relating to nutrition promotion and education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

B. Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy and will provide the basis for appropriate updates or modification to the wellness policy.

C. Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the triennial assessment. The results of the triennial assessment will be made available in an accessible and easily understood manner. The Board will make its wellness policy and any updates to the policy available to the public on an annual basis.

D. Recordkeeping

The Board of Education will retain records to document compliance with the local school wellness policy requirements. The Board shall retain the Wellness Policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment and documentation to demonstrate compliance with public notification requirements.

Notification of Procedures for Requesting an Initial Evaluation of a Child

Your child, [NAME], has been referred to a planning and placement team ("PPT") for consideration of eligibility for special education services. Attached please find the referral form and invitation for a PPT meeting to discuss the referral. If you are unable to attend this meeting at this time/date, please contact my office to reschedule as soon as possible.

Please know that, under Connecticut law, you have the right to request a meeting with a member of the PPT designated by the school district prior to the actual referral PPT in order to discuss the PPT process and/or any concerns that you might have regarding your child. If you would like to schedule a meeting for this purpose, please contact:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

To ensure that we are able to schedule this meeting at a time that is mutually convenient, if you plan to request a meeting prior to the PPT, we kindly ask that you contact us as soon as possible.

In addition, at the initial referral PPT meeting, the team may discuss whether formal evaluations and/or assessments may be needed to determine your child's eligibility for special education. Should the team recommend initial

evaluations/assessments, the school district will convene another PPT meeting to review the results of those evaluations/assessments. Under state law, you have the right to request that the school district provide you with the results of these initial assessments and evaluations at least three (3) school days before the PPT meeting at which these evaluations will be discussed for the first time. Therefore, in the event the PPT recommends formal evaluations/assessments, please notify the PPT team if you would like to receive the results of any such evaluations/assessments prior the follow up PPT.

Finally, Connecticut law also requires that school districts provide parents of students found eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the "Department"), relating to individualized education programs ("IEPs"). Although your child has not yet been determined eligible for special education, the following list of links to information and resources may be helpful in understanding special education and the PPT process. If you are unable to access these websites, or require a hardcopy of either "A Parent's Guide to Special Education in Connecticut" or the "IEP Manual and Forms," please contact to request a copy at the upcoming PPT meeting:

Beth Melillo: Director of Special Education and Pupil Personnel
860-314-8003 - melillob@plymouth.k12.ct.us

- Bureau of Special Education Resources, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent's Guide to Special Education in Connecticut, http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
- IEP Manual and Forms (Third Revision October 2010, Revised January 2015), <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- Memo from Chief Operating Officer - Section 11 of Public Act 12-173: Required Language and Communication Plan for Deaf or Hard of Hearing Students, http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/public_act_12_173_lcp_memo.pdf
- Secondary Transition (Including Building a Bridge: A Transition Manual for Students), <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families, http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf

STUDENT PRIVACY

In accordance with federal law, the Plymouth Board of Education (the "Board") adopts, in consultation with parents, the following provisions related to student privacy.

I. Definitions

- A. *"Invasive physical examination"* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- B. *"Parent"* includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).
- C. *"Personally identifiable information"* includes, but is not limited to,
 - 1. the student's name;
 - 2. the name of the student's parent or other family members;
 - 3. the address of the student or student's family;
 - 4. a personal identifier, such as the student's social security number, student number, or biometric record;

5. other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
6. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

D. "*Personal information*" means individually identifiable information including—

1. a student's or parent's first and last name;
2. a home or other physical address (including a street name and the name of a city or town);
3. a telephone number; or
4. a Social Security identification number.

E. "*Survey*" includes an evaluation, but does not include a survey or evaluation administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.).

II. Student Surveys

A. Surveys Funded In Whole Or In Part By The U.S. Department Of Education:

1. The administration shall make available for inspection by parents all instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation funded in whole or in part by the U.S. Department of Education.
2. The administration shall obtain the prior written consent of the parent or student (if the student is an adult or an emancipated minor), prior to requiring a student to submit to a survey, analysis, or evaluation funded in whole or part by the U.S. Department of Education that reveals information concerning any of the following topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. religious practices, affiliations, or beliefs of the student or of the student's parent; or
 - h. income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such a program).
3. If a student is *not required* to submit to a survey, analysis, or evaluation that reveals information concerning any of the topics in Section II.A.2 above, the administration shall provide parents with notice of the district's intent to distribute such survey and, upon written request, shall permit the parent or student (if an adult or emancipated minor) to opt out of participation.

B. Surveys Funded by Sources Other than the U.S. Department of Education:

1. Third Party Surveys
 - a. Prior to distributing any third party survey, the administration shall give notice to parents of the district's intent to distribute a survey on behalf of a third party.
 - b. Upon request, the administration shall permit parents to inspect any third party survey before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the survey within a reasonable period of time after a parental request is received.
 - c. Student responses to third party surveys that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
2. Confidential Topic Surveys
 - a. The provisions of this subsection apply to any survey (sponsored by the school district or a third party) which contains questions pertaining to one or more of the following items ("Confidential Topic Surveys"):
 - i) political affiliations or beliefs of the student or the student's parent,
 - ii) mental or psychological problems of the student or the student's family,
 - iii) sex behavior or attitudes,
 - iv) illegal, anti-social, self-incriminating, or demeaning behavior,
 - v) critical appraisals of other individuals with whom respondents have close family relationships,
 - vi) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers,
 - vii) religious practices, affiliations, or beliefs of the student or of the student's parent,
 - viii) income (other than that required by law to determine eligibility in a program or for receiving financial assistance under such a program).
 - b. At the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to distribute a Confidential Topic Survey(s). Such notice shall include the specific or approximate dates during the school year of such distribution.
 - c. Upon request, the administration shall permit parents to inspect any Confidential Topic Survey before it is administered, distributed or used by a school to or with a student. The administration shall grant reasonable access to the Confidential Topic Survey within a reasonable period of time after a parental request is received.
 - d. Student responses to any Confidential Topic Survey that contain personally identifiable information shall be considered student records, and shall be subject to the district's Confidentiality and Access to Student Records Policy and any administrative regulations or procedures governing the confidentiality of student records.
 - e. Upon written request, the administration shall permit the parent or student (if an adult or emancipated minor) to opt out of participation in any Confidential Topic Survey described in this subparagraph.

III. Collection of Personal Information

- A. The provisions of this subsection apply to any instrument designed to collect personal information from a student for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose.
- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or to the students aged eighteen (18) or older or emancipated minors) of the district's intent to collect, disclose or use personal information collected from students for the purpose of marketing, selling or otherwise distributing such information or providing that information to others for that purpose. Such notice shall include the specific or approximate dates during the school year of such collection, disclosure or use of personal information.
- C. Upon written request, the administration shall permit parents to inspect an instrument designed to collect personal information of students before it is administered or distributed by a school to a student. The administration shall grant reasonable access to the instrument within a reasonable period of time after a parental request is received.
- D. Upon written request, the administration shall permit parents (or students aged eighteen (18) or older or emancipated minors) to opt out of participation in the collection, disclosure or use of personal information obtained from students for the purposes of marketing, selling or otherwise distributing the personal information to others for that purpose.
- E. The provisions regarding the collection, disclosure and/or use of personal information do not apply to personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
 - 1. college or other post-secondary education recruitment, or military recruitment*;
 - 2. book clubs, magazines, and programs providing access to low-cost literary products;
 - 3. curriculum and instructional materials used by elementary schools and secondary schools;
 - 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
 - 5. the sale by students of products or services to raise funds for school-related or education-related activities;
 - 6. student recognition programs.

*Note: Notwithstanding the foregoing, the district will permit parents and students over the age of eighteen (18) or emancipated minors to prevent disclosure of secondary school students' names, addresses and telephone numbers to military recruiters and institutions of higher education, in accordance with the district's Confidentiality and Access to Student Records Policy.

IV. Non-Emergency Invasive Physical Examinations and Screenings

- A. The provisions described in this subparagraph shall apply to any non-emergency, invasive physical examinations/screenings conducted by the school district, when such examinations/screenings meet the following conditions:
 - 1. they are required as a condition of attendance;
 - 2. they are administered by the school and scheduled by the school in advance;
 - 3. they are not necessary to protect the immediate health and safety of the students; and

4. they are not required by state law.

- B. At the beginning of the school year, the administration shall give direct notice to parents of affected students (or the affected student if eighteen (18) or older or an emancipated minor) of the district's intent to conduct non-emergency invasive physical examination(s)/ screening(s) described above, except for hearing, vision or scoliosis screenings. Such notice shall include the specific or approximate dates during the school year of the administration of such the non-emergency invasive physical examination(s)/ screening(s).
- C. Upon written request, the administration shall permit parents of affected students or the affected students (if adults or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

V. Complaint Procedure

Parents or students (if adults or emancipated minors) who believe that their rights under this policy have been violated may file a complaint with:

Student Privacy Policy Office
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Legal References:

Family Educational Rights and Privacy Act (FERPA), U.S.C. § 1232g; 34 CFR Part 99
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
UNITED STATES DEPARTMENT OF EDUCATION, STUDENT PRIVACY POLICY OFFICE, Protection of Pupil Rights Amendment (PPRA), SPPO-21-01 (issued November 24, 2020), *available at* https://studentprivacy.ed.gov/sites/default/files/resource_document/file/20-0379.PPRA_508_0.pdf.

Notification of Rights Under the Protection of Pupil Rights Amendment ("PPRA")

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

1. the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
2. the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 - a. political affiliations or beliefs of the student or the student's parent;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. critical appraisals of other individuals with whom respondents have close family relationships;
 - f. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 - g. religious practices, affiliations, or beliefs of the student or the student's parent; or
 - h. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
3. the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
4. the right of a parent or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;
5. the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless

- of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
6. the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;
 7. the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 - a. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 - b. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
 - c. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

- a. college or other post-secondary education recruitment, or military recruitment;
- b. book clubs, magazines, and programs providing access to low-cost literary products;
- c. curriculum and instructional materials used by elementary and secondary schools;
- d. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
- e. the sale by students of products or services to raise funds for school-related or education-related activities; and
- f. student recognition programs.

To protect student privacy in compliance with the PPRA, the Plymouth School District has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Notification of Data Sharing Agreements Under Conn. Gen. Stat § 10-234bb(g)

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the [Insert Board of education] (the "Board") maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, "student data"). The address of the Internet website is [insert address]. The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student enrolled in Plymouth Public Schools, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

1. Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

2. Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
3. Whether your child's teacher is teaching in the field of discipline of his or her certification and
4. Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact Brian Falcone, Superintendent of Schools at 860-314-8005.

NOTIFICATION OF NON-CERTIFIED TEACHER

Under the Every Student Succeeds Act of 2015, school districts are required to inform parents when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

You may request information by contacting Brian Falcone, Superintendent of Schools at 860-314-8005.

FAMILY ENGAGEMENT FOR TITLE I STUDENTS

In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 1114-95, it is the policy of the Plymouth Board of Education (the "Board") to provide parents and family members of students participating in the district's Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district's Title I programs, to participate in the improvement of such programs and to help improve their child's progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. the needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board's Title I programs and their application to their child(ren)'s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the

joint development of the district's Title I plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. provide such other reasonable support for parental involvement activities as parents may request; and
7. inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. indicate the ways in which each parent will be responsible for supporting their child's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions related their child's education and positive use of extracurricular time;
3. address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities; and
4. ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.