

2023-2024 Student and Family Handbook



Building Windham's future, one student at a time!

¡Construyendo el futuro de
Windham un estudiante a la vez!

District Website: <https://www.windhamps.org>

School Website: <https://wcs.windhamps.org>

Windham Center School

45 North Rd

Windham, CT 06280

School Phone/Teléfono:(860) 465-2440

Fax:(860) 465-2443

Principal: Kathleen Goodwin

Superintendent/Superintendente: Dr. Tracy A. Youngberg





**Windham Public Schools
HANDBOOK ACKNOWLEDGEMENT
2023 – 2024**

We have received a copy of the Student Handbook. We have reviewed the entire handbook and read the sections on attendance and rules governing student conduct.

Please check one: _____ I decline a printed version of the 2023-24 handbook
_____ I would like a printed version of the 2023-24 handbook

Note: If we do not receive your response, we will automatically default to electronic notification.

Student's Name: _____

Student's Signature

Parent's/Guardian's Signature

Date: _____

Please return by September 15, 2023



Table of Contents

- 1) Mission, Vision, Theory of Action
- 2) Windham Public Schools Calendar 2023-24
- 3) Principal's Welcome Letter
- 4) Staff Listing
- 5) Academic Expectations
- 6) Attendance
- 7) Behavior Expectations of Students (Climate and Culture)
- 8) Health Office
- 9) School Procedures
- 10) Visitor Protocol
- 11) Fire/Safety Drills
- 12) Photo/Video Policy
- 13) Student Discipline
- 14) Student Records
- 15) Student Use of District Computer Systems
- 16) Transportation
- 17) Other helpful Information
- 18) Mandatory Information:
 - a) Asbestos Notification
 - b) Bullying (*See Section #7 – Behavior Expectations*)
 - c) Child Care Services and School Readiness Programs Administered by a Public School System
 - d) Management Plan and Guidelines for the Management of Food Allergies, Glycogen Storage Disease and/or Diabetes
 - e) Free and Reduced-Price Meals Eligibility
 - f) Non-discrimination Statement
 - g) Pesticide Application
 - h) Section 504/Americans with Disabilities (ADA) Notification of Rights, Grievance/Coordinator Info.
 - i) State Department of Education Complaint Resolution Procedure
 - j) Student Discipline Policy (See Section #13)
 - k) Student Records Policy (FERPA) Notice
 - l) Title IX: Grievance Procedure and Coordinator
 - m) Truancy K-8 Notification
 - n) Green Cleaning Products Notification
 - o) Indoor Air Quality
 - p) Wellness Policy
 - q) Notification of Board of Education Spending
 - r) Notification of Procedures for Requesting an Initial Evaluation of a Child (Regs. Conn. State Agencies 10-76d-7(a)(2))
 - s) Non-emergency Invasive Physical Examinations/Screenings
 - t) Notification to Parents of Their Right to Know Teacher and Paraprofessional Qualifications
 - u) Parental and Family Engagement Policy
 - v) Student Privacy Policy (PPRA) Notice



1. Mission, Vision, Theory of Action

District Mission

Windham Public Schools provides all students equitable access to a high quality education and graduates students who are prepared to become productive members of society. The school district and community hold a commitment to support cultural and linguistic diversity, deep student engagement, and the pursuit of lifelong learning that will support our students' success in college, career and life.

Vision

Every student will be deeply engaged in their own learning, challenged by high expectations, supported by staff, family, and community, and will graduate with the competence and confidence needed for success.

Theory of Action

If we ensure high-quality, culturally relevant instruction in every classroom, strong hiring practices, high levels of support for teachers, strong accountability practices based on data, courageous leadership, and effective engagement with families and the community, then student achievement will improve, more students will perform at or above grade level, and achievement gaps will improve or disappear.

Windham Center School's Mission

We at Windham Center School believe that all children deserve a caring network of people who will provide a stimulating and positive environment for learning. We believe that all children can learn using a variety of strategies and culturally rich curriculum. The home, school and community must work cooperatively to help children acquire the attitudes, behaviors and abilities necessary to function successfully in a global society.



2. Windham Public Schools Calendar

Important School Events:

Please be on the lookout for the Monthly Newsletter, backpack flyers and ThrillShare messages for upcoming school events scheduled throughout the year.

Assessment Dates:

At Windham Center School we follow the district assessment calendar. Our students will participate in I-Ready testing in September, January and May. In addition, our students in grades 3-5 will take SBAC testing between March and June.

Arrival/Departure of Students:

The school doors open at **8:15am** each day for arrival. Students will pick up their grab and go breakfast and report to their classrooms. The driveway in front of our school is **STRICTLY** for buses. No cars will be permitted to use the bus lane. We ask that if you are dropping off in the morning before 8:15am that you drive to the end of the driveway (there will be a sign) where staff members will escort students to the main entrance. Please make sure that your child is prepared to exit the car when you arrive. Parents, stay in your car and allow our staff to assist with your child. Students arriving late, after 8:15am must be walked in and cannot just be dropped off. Please be sure to park in a parking space and not leave your car parked in the middle of the drop off lane.

Learning starts promptly at 8:30am so it is important to ensure your student arrives on time each day to maximize their learning opportunity. Student dismissal is at **3:10pm**. Students that will be regular walkers or pickups will require a note on file in the office. Please support the overall safety of our school campus by coming prepared with a picture or phone ID at pick up. If your student is a bus rider who will be pickup up on a particular day, please send in a note to the office that morning. **If any changes occur during the school day, please contact our main office by 2:00pm with the change to your student's dismissal.**

Also, please remember, we cannot release students to anyone that is not listed in our office as an emergency contact. Please be sure this list is up to date with current names of child care providers and family or friends who have permission to have contact with your child.

School Schedule

Please find on the following pages our Unilingual and Dos Rios Daily Schedules.



Windham Center School

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Community Building 8:30-8:45	Community Building 8:30-8:45	Community Building 8:30-8:45	Community Building 8:30-8:45	Community Building 8:30-8:45	Community Building 8:30-8:45
WIN 8:45-9:15	Reading 8:45-10:15	Reading 8:45-9:45	Reading 8:45-10:40	Reading 8:45-10:40	Specials 8:50-9:35
Reading 9:15-10:40	Math 10:15-11:00	Specials 9:50-10:35			WIN 9:45-10:15
Lunch 10:40-11:10		Reading 10:35-11:05	Specials 10:45-11:30	WIN 10:45-11:15	Reading 10:15-12:00
Recess 11:10-11:30	Lunch 11:00-11:30	LA 11:05-11:30	Science 11:30-12:00	LA 11:15-11:45	LA 12:00-12:35
Math 11:35-12:35	Recess 11:30-11:50	Lunch 11:30-12:00	Lunch 12:00-12:30	Specials 11:45-12:30	Science 12:35-1:00
Science 12:35-1:00	WIN 11:55-12:25	Recess 12:00-12:20	Recess 12:30- 12:50	Lunch 12:30-1:00	Lunch 1:00-1:30
	LA 12:30-1:15	Science 12:25-1:05	Math 12:55-2:00	Recess 1:00-1:20	Recess 1:30-1:50
Specials 1:00-1:45	Science 1:20-2:05			Math 1:25-2:25	Math 1:55-2:55
LA 1:50-2:25		WIN 1:10-1:35	WIN 2:00-2:30	Science 2:25-3:00	
Structured Play / Recess 2:25-3:00	Specials 2:10-2:55	Math 1:40-3:00	LA 2:30-3:00		
Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10



Windham Center School Dual Language

Kindergarten- Dual Lang	First Grade- Dual Lang.	Second Grade-Dual Lang	Third Grade – Dual Lang	Fourth Grade-Dual Lang	Fifth Grade-Dual Lang
Community Building – 8:30-8:45	Community Building – 8:30-8:45	Community Building – 8:30-8:45	Community Building – 8:30-8:45	Community Building – 8:30-8:45	Community Building – 8:30-8:45
Biliteracy WIN 8:45-9:15 (30)	Biliteracy 1 – SLA + SS 8:45-10:00 (75)	Math 8:45-9:50 (65)	Math 8:45-10:00 (75)	Math 8:45-9:50 (65)	Specials 8:50-9:35
Biliteracy 1 - SLA + Science 9:15-10:40 (85)	Math 10:00-11:00 (60)	Specials 9:50-10:35	Biliteracy 1-SLA+SS 10:00-10:45 (45)	Biliteracy 1- SLA+Science 9:50-10:45 (55)	Biliteracy WIN 9:45-10:15 (30)
	Lunch 11:00-11:30	Biliteracy 1 – SLA + Science/ELA+SS 10:35-11:30 (45)	Specials 10:45-11:30	Biliteracy WIN 10:45-11:15 (30)	Biliteracy 1 – SLA + SS 10:15-11:35 (80)
Lunch 10:40-11:10	Recess 11:30-11:50	Lunch 11:30-12:00	Biliteracy 1- SLA +SS 11:30-12:00 (30)	Biliteracy 1- SLA+Science 11:15-11:45 (25)	
Recess 11:10-11:30	Biliteracy WIN 11:55-12:25 (30)	Recess 12:00-12:20	Lunch 12:00-12:30	Specials 11:45-12:30	Math 11:35-1:00 (80)
	Math 12:25-12:45 (20)	Biliteracy 1 – SLA + Science/ELA +SS 12:20-1:05 (40)	Recess 12:30-12:50	Lunch 12:30-1:00	Lunch 1:00-1:30
Math 11:35-12:55 (80)	Biliteracy 2 – ELA + Science 12:45-2:05 (80)		Biliteracy 2 - ELA + Science 12:50-2:00 (65)	Recess 1:00-1:20	Recess 1:30-1:50
Specials 1:00-1:45	Specials 2:10-2:55	Biliteracy WIN 1:10-1:35 (25)	Biliteracy WIN 2:00-2:30 (30)	Biliteracy 2 - ELA + SS 1:25-3:00 (90)	Biliteracy 2 - ELA + Science 1:50-3:00 (70)
Biliteracy 2 - ELA + SS 1:45-3:00 (75)		Switch Biliteracy 2 - SLA+Science/ELA + SS 1:40-3:00 (80)	Biliteracy 2 - ELA + Science 2:35-3:00 (20)		
Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10	Dismissal 3:10



Windham Public Schools 2023 - 2024 Calendar

JULY					AUGUST 1 (1)					SEPTEMBER 20 (21)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4						1
	NS				SS	SS	SS	SS						
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8
SS	SS	SS	SS	SS						NS				
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
SS	SS	SS	SS	SS										
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
SS	SS	SS	SS	SS										
31					28	29	30	31		25	26	27	28	29
SS					SD	SD	SD	FD						

- ### IMPORTANT DATES
- July** 4 Independence Day Observed
10-31 Summer School
 - August**
1-4 Summer School
28-30 Staff Development
31 First Day of School
 - September**
4 Labor Day
 - October**
6 Staff Development
9 Indigenous Peoples' Day
12-13 Early Dismissal WHS ONLY, Conf.
26, 27 Early Dismissal WMS ONLY, Conf.
 - November**
6 End of Marking Period Grades 6-12
10 Veterans Day
22-24 Thanksgiving Break
 - December**
4 End of Marking Period Grades PK-5 & CHBSA
13-15 Early Dismissal PreK, Elem., & CHBSA Only, Conf.
22 Early Dismissal
25-29 Winter Break
 - January**
1 New Year's Day Observed
15 Martin Luther King Jr. Day
19, 23-24 Early Dismissal WHS ONLY, EXAMS
24 End of Marking Period Grades 6-12
24 End of Marking Period Grades 6-12
 - February**
2 Staff Development
8-9 Early Dismissal WHS ONLY, Conf.
19-20 February Break/Presidents' Day
 - March**
1 Staff Development
4 Marking Period Ends Grades PK-5 & CHBSA
13-15 Early Dismissal PreK, Elem., & CHBSA Only, Conf.
29 Good Friday
 - April** 2 End of Marking Period Grades 6-12
15-19 Spring Break
24-25 Early Dismissal WMS ONLY, Conf.
 - May** 27 Memorial Day
 - June** 7, 10-11 Early Dismissal WHS ONLY, EXAMS
12 Last Day of School, Early Dismissal
19 Juneteenth

OCTOBER 20 (41)					NOVEMBER 18 (59)					DECEMBER 16 (75)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
				SD	6	7	8	9	10	4	5	6	7	8
NS			ED-H	ED-H					NS					
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
												ED-E	ED-E	ED-E
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
			ED-M	ED-M			NS	NS	NS					ED
30	31				27	28	29	30		25	26	27	28	29
										NS	NS	NS	NS	NS

JANUARY 21 (96)					FEBRUARY 18 (114)					MARCH 19 (133)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5					SD					SD
NS					5	6	7	8	9	4	5	6	7	8
8	9	10	11	12				ED-H	ED-H					
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
NS				ED-H								ED-E	ED-E	ED-E
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22
ED-H	ED-H	ED-H			NS	NS								
29	30	31			26	27	28	29		25	26	27	28	29
														NS

APRIL 17 (150)					MAY 22 (172)					JUNE 8 (180)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3	3	4	5	6	7
														ED-H
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
										ED-H	ED-H	LD ED		
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
NS	NS	NS	NS	NS								NS		
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
			ED-M	ED-M										
29	30				27	28	29	30	31					
					NS									

Reports for Distribution

Elementary & C. H. Barrows STEM Academy Report Cards: December 13-15, March 13-15, June 12
 WHS & WMS Report Cards: November 13, February 1, April 10, June 12
 WHS & WMS Progress Reports: October 2, December 14, February 28, May 10

If there are more than five (5) snow days prior to March 1st, each day after 5 days might be taken from Spring Break. Otherwise, all snow days will be made up after June 12, 2024.

Approved by BOE 11/9/2022
 Revised

Legend

FD	First Day of School
NS	No School, Students & Staff
SD	No School, Staff Development
ED	Early Dismissal, Students & Staff
ED-E	Early Dismissal, PreK, Elem., & CHBSA ONLY
ED-M	Early Dismissal, WMS ONLY
ED-H	Early Dismissal, WHS ONLY
MP	End of Marking Periods
LD ED	Last Day of School, Early Dismissal
SS	Summer School



3. Principal's Welcome Letter

Dear Families,

Welcome to the 2023-2024 school year at Windham Center School!!

On behalf of the entire Windham Center School faculty and staff, I would like to welcome you to the 2023-2024 school year. As always, it is an exciting time as we looking forward to seeing returning students and welcome new happy faces to our school.

Windham Center School is a great place to be! We have a lot of great things going on, especially during our weekly assemblies where students get to participate and share. Froggy Tickets for safe, responsible, respectful and caring behavior are a focus and our students show pride when they are recognized for their academic and behavioral achievements.

As always, it is important for your child to come to school ready to learn. The best way to do this is to ensure consistent bed times, prepare your backpack and water bottle the night before and come each day with a smile. Our staff is invested in your child's learning. We all want them to do their best and every day counts!

Please check our Facebook page for upcoming events and notices. We also send home a monthly newsletter.

WE NEED YOU! Our Parent/Teacher Organization and School Governance Council are looking for members. Please get involved and join!

Please familiarize yourself with the handbook and return the sign off sheet. If you have any questions, please feel free to give us a call. We look forward to a great school year.

Sincerely,

Kathleen Goodwin

Principal



4. Staff Listing and Important Numbers

Windham Center School Main Office:	860-465-2440
Principal, Kathleen Goodwin:	860-465-2440
Social Worker, Jara Rijs:	860-465-2448
Family Liaison, Teresa Diaz:	860-465-2453
Health Office, Tara Webb:	860-465-2445

Staff Listing (Please see website for full listing):

Staff Member	Position
	Kindergarten Dos Rios
Emily Kelly	Kindergarten
Sandra Hoyos Perez	Grade 1 Dos Rios
Becky Caplinger	Grade 1
Jesus Valdepeñas Romo	Grade 2 Dos Rios
Kelly McLaughlin	Grade 2 Dos Rios
Christina Conde	Grade 2
Guillermo Gonzalez	Grade 3 Dos Rios
Gina Pitruzzello	Grade 3
Soledad Marin Basallote	Grade 4 Dos Rios
Dani Aponte	Grade 4
Jennifer Guyette	Grade 4
Adrian Murcia Rodriguez	Grade 5 Dos Rios
Jessica Mann	Grade 5
Martha Woods	Academic Coach
Rose Reyes	Spanish Reading Interventionist
	Reading Interventionist
Renee Reyes	Math Interventionist
Lauren Akerlind	ELL Teacher



Margot Zander	Speech Language Pathologist
Jara Rijs	School Social Worker
Emma Linskey	School Social Worker
Kathy Bentley	Special Education Teacher
Wendy Anderson	Special Education Teacher
Cathie Brunner	Special Education Teacher
Whitney McCormick	Special Education Teacher
Heather Willis	Special Education Teacher
Jose Rodriguez	K-5 Music
Colin Campagna	K-5 Physical Education
Mark Katibian	K-5 Literacy and Numeracy through Technology
Marlies Thomen	K-5 Art



5. Academic Expectations

ACADEMIC EXPECTATIONS

As the district's vision outlines, Windham Public Schools aims for every student to be deeply engaged in their own learning and challenged by high expectations in order to graduate with the competence and confidence needed for success. Therefore, academic growth and achievement is our first priority.

Each day, throughout the district, students receive a daily block of time known as the WIN block—What I Need. During this acceleration period students receive small-group instruction to enhance their reading, writing and math skills that is catered to their needs. Teachers are recognizing great success by supporting, and challenging, students with this daily support.

Each grade level at Windham Center School offers both a unilingual classroom and a Dos Rios Classroom. Students are eligible for the Dos Rios program based on the Home Language Survey and Language Assessment testing.

We follow a Responsive Classroom approach at Windham Center School. Social and emotional skills are taught continuously through specific social emotional learning books and activities. Consistent expectations, positive adult language, logical consequences and restorative practices across all areas of our school promote a safe and joyful learning environment.

At Windham Center School we partner with families to provide our students with an optimal learning experience. Students that arrive rested and on time for school each day will be prepared for a great day of learning. Students are challenged to engage in their learning through active participation during each lesson. Support your student's education by having conversations about their learning experiences each day, providing them a space to read at home, and staying in communication with their classroom teacher.

Grading Systems, Mid-Term Reports and Report Cards

Standards Based Report Cards, K-5

In an effort to ensure our teachers are accurately reporting student growth and progress toward the mastery of grade level standards and we are meeting the needs of our linguistically diverse community, Windham Public Schools has redesigned our report cards for Kindergarten through 5th grade. The newly designed standards-based report cards, allow teachers to evaluate student performance based on a variety of key indicators linked to end of year grade level expectations and are reported in both English and Spanish. The following tiered grading system, teachers can accurately describe how well students are achieving specific skills and competencies in all content areas.

4-Exceeds standard-Student meets standard/works beyond grade expectations

3-Meets standard-Student consistently meets grade level standard



2-Approaching standard-Student shows some understanding of the standard

1-Needs improvement-Student requires consistent support in understanding the standard

N-Not assessed this trimester

Traditional Report Cards, 6-12

Students in grades 6-12 will continue to have their progress reported in the traditional format. The traditional report card varies from its K-5 counterpart, in that it provides one averaged grade per content area that is derived over the course of a semester. These report cards provide parents with a letter and/or numerical value.

A = Superior achievement C = Average F = Failed
B = Above average D = Below average

Please refer to the School Calendar for the dates the report cards go out.

Homework (Windham Board of Education Policy)

A reasonable amount of homework can improve a student's intellectual and personal life. It can extend learning opportunities beyond the confines of the school day. Homework should follow four researched principles:

1. The amount and type of homework assigned to students should be different from elementary to middle school to high school.
2. The parent's role in homework should be to create a setting which is conducive to homework completion and to verify homework completion.
3. The purpose of homework should be identified and articulated to the student.
4. If homework is assigned, it should be commented on with constructive feedback and return to the student.

Additionally, the Board of Education supports a grading cap being established by administration which would define the impact of homework completion on a student's final grade.

Parent-Teacher Conferences

The strength of the home/school partnership helps to ensure student success. Windham Public schools is strongly committed to seeking opportunities to engage families in the child's educational process. Therefore, we have established two formal opportunities for teachers and parents to meet to discuss a child's academic progress. Parent/Teacher conferences are held once in the fall and once in the spring as scheduled on the district calendar: December 13-15 2023 and March 13-15 2024. However, we encourage ongoing communication with parents throughout the year. Feel free to contact your child's teacher at any time to request a meeting.



Respectful Treatment of Textbooks

Free textbooks are supplied on the condition that pupils conform to regulations adopted for their care by the Board of Education. The following rules are in effect:

- Books must be well taken care of. They must not be left around the building.
- Books must be protected from the weather.
- Do not put pencils, rulers, etc., in books. They ruin bindings.
- Lost or damaged books must be paid for.
- Stolen books must be paid for unless prompt and proper notification has been made to a school administrator and verification made that proper precautions were taken to safeguard textbooks.

Computer and Electronics Use

Students at all grade levels are offered the opportunity to perform academic work on computer devices. The use of the district's technological devices is a privilege, not a right. Students must adhere to school and board policies and restrictions at all times. Any and all activities on the District's network are the property of Windham Public Schools; therefore, it has the right to supervise any student's usage.

The rules for computer usage are:

- All usage of the internet or hardware is to support learning
- Transmitting, downloading, printing or saving any threatening, obscene, degrading, pornographic or harassing messages is prohibited.
- Attempting to gain access to restricted or unauthorized network services, the accounts and/or files of others or sharing passwords is prohibited.
- Do not knowingly degrade or disrupt Internet services; this includes, but is not limited to, vandalizing data, creating or sending viruses and sending unwanted files or messages.
- Adhere to all copyright laws.



6. Attendance

Attendance

All children and young adults benefit from consistency, and attendance during academic programming should be as consistent as possible. According to state law, all school age children are required to attend when school is in session.

- If your child will be absent from school, and you know in advance, please send a note or call the school to let us know.
- On other days when your child will not be coming to school, please call the school office before 9:00 AM and advise us that your child will be absent that day. At Windham Center, the number you should call is **860-465-2440**.

The school will notify any parent or guardian of a child with 4 or more unexcused absences. At 10 unexcused absences (or 4 unexcused absences in a month), the student is considered truant and a formal PPT (Placement Planning Team) meeting will be called between the parent or guardian and school staff. We require the following in the event of an absence because of the strict and specific stipulations of the State Law:

1. **Excused Absence 1 to 9 days:** The parent or guardian should call the school secretary at **860-465-2440** on the first day of each absence or period of absences. The parent must also send a signed note to school with the student within 10 days of the student's return.

2. **Excused Absence 10 days or more:** In addition to the requirements for Excused Absence 1-9, the school reserves the right to require a physician or other appropriate certification. The following documented reasons will be accepted as excused absences:

- Illness documented by a medical professional
- Religious Holidays
- Death in the student's family (up to two days)
- Suspensions
- Court appearances (accompanied by a note from the court)
- Any extenuating circumstances with prior notification and acceptance of a school administrator.

Any absence that does not fall into the description above is an unexcused absence (i.e. family vacation, child care of family members, not attending a school field trip, weather conditions when school is not cancelled). If a student will be out for an extended period of time for a vacation or any reason, which the school considers an unexcused absence, it is still best to notify the school. A student whose absences have been excused is entitled to make-up work. A student who is not excused is not entitled to any make-up work. Please call to arrange for work to be gathered together, (allow 24 hours for the assignments to be collected) if a student will be out for an extended period of time.

Please visit windhamps.org to review the complete Board of Education Series 5000 Policy regarding Attendance, Truancy, and Chronic Absenteeism.



It would be helpful if parents follow this format for notes regarding a student's absence.

Date _____

Dear Attendance Coordinator:

My son/daughter _____ (first & last name) was absent on _____ (date) due to _____ (reason).

Signature of Parent or Guardian

Tardiness

Students must arrive to school on time. Students entering after school has begun must report to the office. A parent/guardian can send in a written excuse for their child being tardy. A student will be excused for the following reasons: a) doctor or dentist appointment (accompanied by a note from the doctor and the parent or guardian); b) a family emergency or other extenuating circumstances such as court appearances (accompanied by a note from the court or parent/guardian.) Note: Unexcused tardiness includes missing the bus, waking up late, weather conditions when school is not delayed (excluding extreme circumstances).

Excused Early Dismissal

Students may be dismissed for the following reasons:

1. Doctor or dentist appointment
2. Family emergency
3. Court appearance

The school strongly urges that all appointments be arranged after school hours. We ask that requests for early dismissal be kept at an absolute minimum. When necessary, requests are to be made in writing and presented to the main office before homeroom on the day of the dismissal. Parents must come into the main office to sign the student out before they can leave.

Recognitions

At Windham Center we believe in noticing our students' academic and social progress throughout our regular work each day. Students are often recognized by the adults who work with them for many different things such as academic accomplishments, good work ethic, and being kind. Also, students are acknowledged for the Froggy Four- Responsible, Respectful, Caring and Safe. In addition, at our weekly assemblies, students are encouraged to show their talents, and are recognized for attendance, academic achievements, physical fitness and more.



School Social Workers

Our schools are staffed with certified caseworkers who are available to students and their families to help with any problem, either personal or school-related, as it affects a student's adjustment in school. The social worker is also available to offer consultative help to teachers who are concerned about a student, to make referrals and to act as a liaison to community agencies and resources who support families. Appointments may be arranged by contacting the school social worker directly.

Summer School

Windham Public Schools operates a summer program for select students. Programs include a K-3 Literacy program, a New Arrivals program and an Extended School Year program, credit recovery, plus Algebra readiness instruction. Each school will communicate directly with families of students who might benefit from summer school in the spring.

Homebound Instruction/Tutoring

The Windham Board of Education will provide homebound instruction for students who will be absent from school for an extended period of time due to lengthy illness, injury, pregnancy or a physical, learning, emotional handicap and/or disability as per state and federal guidelines. Homebound and hospitalized instruction shall be provided when a physician has certified in writing that the child is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school program. Such instruction shall begin no later than two weeks from the first day of absence and shall be provided for at least one hour per day or five hours per week for children in grades kindergarten through six and at least two hours per day or ten hours per week for children in grades seven through twelve.

Alternative Education

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

Whenever the Board of Education 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 of Education 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 of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least seventeen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.

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

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

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

Please visit the district's website at windhamps.org to review the complete Board Policy Series 5000 Student Discipline.

7. Behavior Expectations (Climate and Culture)

The Windham Board of Education has determined that reasonable regulation of school attire can further important educational interests, including the following:

- Creating a greater sense of community, school pride and respect amongst students;
- Having a positive impact on a student's self-esteem;
- Promoting building-wide consistency,
- Providing an economical choice for families;
- Reducing peer pressure on wearing brand-name apparel;
- Eliminating inappropriate dress; reduce distractions;
- Creating an atmosphere reflecting seriousness of purpose about education;
- Minimizing disruption caused by wearing inappropriate clothing or possessing inappropriate items at school

A Uniform as determined by the school administration in consultation with its School Governance Council, is mandatory for each school or academy in the Windham School District. It is the responsibility of parents and guardians to ensure that their children's dress conforms to the requirements of this policy.

Where the bona fide religious beliefs or health needs of a student conflict with the Uniform Policy, the school will provide reasonable accommodation. Any student or parent or guardian desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

It is the policy of the Windham Board of Education that no student will be denied an education due to bona fide financial inability to obtain clothing that complies with the Uniform Policy. Any student or parent or guardian for whom compliance with the Uniform Policy poses a bona fide



financial burden, may meet with the school principal or the principal's designee, or submit a written request for clothing assistance to the school principal specifying the clothing needed together with a statement of financial need. Where the request is bona fide, the school principal or his/her designees shall try to connect parents and guardians with available community resources to locate adequate clothing.

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with the requirements of the Uniform Policy. However, when a student fails to comply with the Uniform Policy, the administrator(s) will refer to the appropriate student handbook for steps to be taken for non-compliance.

Uniform Guidelines for Our School

We ask children to wear the following to school each day:

- Polo shirt, short or long-sleeved any solid color
- Pants, skirts, or shorts: solid blue, black, or khaki ***(any shade, no jeans please)***
- Sneakers **MUST** be worn to school for safety
- For cold weather students may wear a pullover fleece or plain sweatshirt without designs.
(Hoodies sweatshirts may be worn but students are NOT allowed to pull hoods up during the school day)
- Hats are **NOT** to be worn in the building

Please speak to Family Liaison if you are having trouble with the uniform policy.

In addition, each child should bring outerwear appropriate for the weather. We go outside on all days when the temperature is above 25° F, rain or shine (with the exception of heavy precipitation).

Only children with medical action plans that specifically prohibit outdoor recess under particular conditions will be accommodated.

Behavior Expectations in the Classroom

Windham Public Schools considers that its schools are communities in which everyone contributes. Consequently, we make every effort to support parents as they teach their children to respect others, and make good decisions about their actions. We have high expectations about respect for others and respect for oneself, and encourage responsible behavior including honesty, integrity, safety and making good choices. Teachers and students alike contribute to a positive learning climate in the classrooms and around the school.



Bullying Prevention and Intervention/Safe School Climate Plan

The Windham 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.

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

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

SAFE SCHOOL CLIMATE PLAN

The Windham Board of Education (the “Board”) is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.



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

I. Prohibition Against Bullying, Teen Dating Violence and Retaliation

A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by 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.

B. 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.

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process.

D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

E. Students who engage in bullying behavior or teen dating violence in violation of Board policy and the Safe School Climate Plan 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.

II. Definition of Bullying

A. "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.

B. 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.

III. Other Definitions

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

B. "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.

C. "Emotional intelligence" means the ability to (1) perceive, recognize and understand emotions in oneself or others, (2) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communications, (3) understand and identify emotions, and (4) manage emotions in oneself and others.



- D. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.
- E. "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.
- F. "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the Board.
- G. "Positive school climate" means a school climate in which (1) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (2) students, parents, and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (3) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (4) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school.
- H. "Prevention and intervention strategy" may include, but is not limited to,
- (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education,
 - (2) school rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts,
 - (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur,
 - (4) inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school,
 - (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees,
 - (6) school-wide training related to safe school climate,
 - (7) student peer training, education and support,
 - (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions, and
 - (9) culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- I. "School climate" means the quality and character of school life based on patterns of students', parents' and guardians' and school employees' experiences of school life, including but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.
- J. "School employee" means
- (1) 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



- (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 elementary, middle or high school, pursuant to a contract with the Board.
- K. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board.
- L. "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.
- M. "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.

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

- (1) be responsible for implementing the district's Safe School Climate Plan ("Plan");
- (2) collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
- (3) provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying; and
- (4) meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying in the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying, collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include:

- (1) at least one parent/guardian of a student enrolled in the school, as appointed by the school principal;
- (2) school personnel, including, but not limited to, at least one teacher selected by the exclusive bargaining representative for certified employees;
- (3) medical and mental health personnel assigned to such school; and
- (4) in the case of a committee for a high school, at least one student enrolled at such high school who is selected by the students of such school in a manner determined by the school principal.



- B. The Committee shall:
- (1) receive copies of completed reports following bullying investigations;
 - (2) identify and address patterns of bullying among students in the school;
 - (3) implement the provisions of the school security and safety plan regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying,
 - (4) review and amend school policies relating to bullying;
 - (5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school;
 - (6) educate students, school employees and parents/guardians on issues relating to bullying;
 - (7) collaborate with the Coordinator in the collection of data regarding bullying; and
 - (8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian or student serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to, receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (*i.e.*, building principal or designee), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.



- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight (48) hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying; the results of such investigation; and verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Sections 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the Internet website of the Board. In providing such notification, however, Windham Public Schools will take care to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitations may be made simultaneous with the notification described above in Section VII.A.



- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
 - D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee and may also incorporate a student safety support plan, as appropriate.
 - E. Notice to Law Enforcement

If the Principal of a school (or designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or designee, may consult with the school resource officer, if any, and other individuals the Principal or designee deems appropriate.
 - F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator, etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.
- VIII. Teen Dating Violence
- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
 - B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
 - C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.
- IX. Documentation and Maintenance of Log
- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
 - B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state



and federal law regarding student privacy, the log shall not contain any personally identifiable student information or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to, any personally identifiable student information, which is confidential information by law.

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

X. Other Prevention and Intervention Strategies

A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternatives to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions, which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

(1) Non-disciplinary interventions

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

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

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

(2) Disciplinary interventions



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

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

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

(3) Interventions for bullied students and victims of teen dating violence

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

- (a) Referral to a school counselor, psychologist or other appropriate social or mental health service;
- (b) Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- (c) Encouragement of student to seek help when victimized or witnessing victimization;
- (d) Peer mediation or other forms of mediation, where appropriate;
- (e) Student Safety Support plan;
- (f) Restitution and/or restorative interventions; and
- (g) Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

(4) General prevention and intervention strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- (a) School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- (b) Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- (c) Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- (d) Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;



- (e) School-wide training related to safe school climate, which training may include Title IX sex discrimination/sexual harassment prevention training, Section 504/ADA training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- (f) Student peer training, education and support;
- (g) Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- (h) Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for a safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
- (i) Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
- (j) Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;
- (k) Use of peers to help ameliorate the plight of victims and include them in group activities;
- (l) Avoidance of sex-role stereotyping;
- (m) Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- (n) Modeling by teachers of positive, respectful, and supportive behavior toward students;
- (o) Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- (p) Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- (q) Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.

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

E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XII. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.



- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. As required by state law, the Board, after consultation with the Department of Education and the Social and Emotional Learning and School Climate Advisory Collaborative, shall also provide on its website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) 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 (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.
- E. Any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XIII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References: Public Act 19-166; Public Act 21-95

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. § 10-222g

Conn. Gen. Stat. § 10-222h

Conn. Gen. Stat. § 10-222j

Conn. Gen. Stat. § 10-222k

Conn. Gen. Stat. § 10-222l

Conn. Gen. Stat. § 10-222q

Conn. Gen. Stat. § 10-222r

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

Connecticut State Department of Education Circular Letter C-3,
Series 2011-2012 (September 12, 2011)

Connecticut State Department of Education Circular Letter C-2,
Series 2014-2015 (July 14, 2014)

Connecticut State Department of Education Circular Letter C-1,
Series 2018-2019 (July 12, 2018)

Connecticut State Department of Education Circular Letter C-1,
Series 2019-2020 (July 16, 2019)



[SAMPLE FORM A]

REPORT OF SUSPECTED BULLYING BEHAVIORS OR TEEN DATING VIOLENCE

(School Employees Should File with the School Principal)

(Parents and Students May File with the School Principal or Any Other School Employee)

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors/Violence:

Relationship of Reporter to Target (self, parent, teacher, peer, etc.):

Report Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the basis for your report. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.



Indicate if there are witnesses who can provide more information regarding your report. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have there been previous incidents? (circle one) Yes No

If "yes", please describe the behavior of concern, or the violence that occurred; include the approximate date(s) and the location(s):

Were these incidents reported to school employees? (circle one) Yes No

If "Yes", to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reporter	Date Submitted	Received By	Date Received
-----------------------	----------------	-------------	---------------

[SAMPLE FORM B]

INTERNAL INVESTIGATION NOTES FOR REPORTS OF BULLYING BEHAVIORS

For Staff Use Only:

Has student reporter requested anonymity? Y N

Does the school have parent/guardian consent to disclose that a complaint as to this student has been filed in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ___ No ____

Remedial Action(s)

Taken: _____

(Attach bullying complaint and witness statements. If bullying is verified, attach notification to parents of students involved, invitation to parent meetings, and records of parent meetings).

[SAMPLE FORM C]

**WINDHAM PUBLIC SCHOOLS
REPORT OF BULLYING FORM/INVESTIGATION SUMMARY**

For Staff Use Only: _____

School _____ **Date** _____

Location(s) _____

Reporter Information:

Anonymous student report _____

Staff Member report _____ Name _____

Parent/Guardian report _____ Name _____

Student report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes (use separate sheet if necessary):

Bullying Verified? Yes ____ **No** ____

Remedial Action(s) Taken: _____

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

If Bullying Verified, Have Invitations to Meetings Been Sent to Parents of Students Involved?

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Date of Meetings:

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint and witness statements. If bullying is verified, attach: 1) notification to parents of students involved that includes a description of the school's response to the acts of bullying, the results of the investigation, and via e-mail if e-mail addresses are known, a statement that the parents may refer to the plain language explanation of rights and remedies available under Conn. Gen. Stat. §§ 10-4a and 10-4b once such explanation has been provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative and published on the District's website; 2) invitations to parent meetings; and 3) and records of parent meetings).

5/20/21

[SAMPLE FORM D]

Windham Public Schools

Report of Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of bullying has been made on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the report, the [_____] Public Schools may wish to disclose the fact that this complaint has been filed in connection with investigation.

(Please check one):

_____ I hereby give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

_____ I do **NOT** give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its investigation of that complaint.

Signature of Parent/Guardian

Date

Name (Please print)

[SAMPLE FORM E]

Windham Public Schools

Report of Teen Dating Violence/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A report of teen dating violence has been made on behalf of your child alleging that he/she has been the victim of teen dating violence. In order to facilitate a prompt and thorough review of the report, the [_____] Public Schools may wish to disclose the fact that this complaint has been filed in connection with its review.

(Please check one):

_____ I hereby give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

_____ I do **NOT** give permission for the [_____] Public Schools to disclose the fact that a complaint concerning my child has been filed as part of its review of that complaint.

Signature of Parent/Guardian

Date

Name (Please print)

Cellphone and Electronic Devices Use at School

Electronic devices shall include all devices that can take photographs; record audio or video data; store, transmit or receive messages or images; or provide a wireless, unfiltered connection to the Internet. Examples of these electronic devices include, but shall not be limited to, radios, iPods, MP3 players, DVD players, handheld game consoles, cellular telephones and laptop computers, as well as any new technology developed with similar capabilities.

The Board prohibits use of personal electronic devices by students during the school day in District buildings during the time students are under the supervision of the District except as provided for below. No devices capable of recording images may be used in locker rooms, bathrooms, health suites and other changing areas at any time.

The Board prohibits possession of laser pointers by students in District buildings; on District property; on District buses and vehicles; and at school-sponsored activities. The District shall not be liable for the loss, damage or misuse of any electronic device.

Electronic devices are not allowed in classrooms during regular school hours. They must be turned off and put away in students' lockers. The school will not investigate any electronic device lost. A visible electronic device may be confiscated by any staff member. Any confiscated electronic device will only be released to the student's parent/guardian.

8. Health Office

Guidelines for Sick Children:

Children should come to school ready to participate in all activities. If you have concerns that your child may be too sick or may be unable to participate fully please consider keeping your child home. **Please plan for alternate child care for sick days, well in advance.**

If your child becomes ill while in school, you will be called to arrange pick-up. It is so important to inform the staff where you can be reached on a daily basis. When a parent cannot be reached we will begin calling those persons named on the emergency card. **Make sure these people can provide a valid photo ID.**

In the event of an emergency illness or injury, you will be contacted and depending on the child's status, your child will be transported to the nearest Emergency Room via 911 with a staff member.

Certain communicable diseases require exclusion and/or notification to the school nurse:

1. **Fever**- 100° F or higher orally, may return when fever-free for 24 hours after last dose of medication. Child's temperature has been below 100° without use of medications for at least 24 hours or with a note from the health care provider stating child may return to school.
 2. **Diarrhea**- Two or more loose, watery stools within 24 hours (regardless of whether episodes occur at home or school). Child must stay home until 24 hours after diarrhea has stopped or with a note from the health care provider.
 3. **Vomiting**- Two or more episodes in 24 hours, OR is accompanied by 1 of the following: Child looks/acts ill, fever present, vomit is bloody, no urine output in 8 hour period, recent head injury. Child must stay home for 24 hours after vomiting has stopped, OR with a note from health care provider.
 4. **Streptococcal Infection** (scarlet fever, impetigo) - Exclusion until 24 hours of appropriate antibiotic therapy given and temperature has subsided.
1. **Fifth Disease** – Communicable only prior to rash. Does not require exclusion, but school nurse must be notified.

2. **Ringworm** - Exclusion until control measures are instituted. Must have doctor's note or verbal report before admittance.
3. **Chicken Pox** - 2 to 3 week incubation period. Communicable not more than 6 days after appearance of first crop of vesicles. Exclude for at least 5 days after rash begins, per Connecticut Department of Health.
4. **Rubella** - 14 to 21 days incubation, commonly 18 days. Communicable 7 days before to 5 days after onset of rash. Exclude for 5 days.
5. **Measles** - 10 to 12 days incubation. Communicable from 4 days before until 5 days after rash appears. Exclude for 5 days.
6. **Mumps** - 12 to 26 days incubation, commonly 18 days. Communicable 6 days before symptoms to 9 days after. Exclude until no swollen glands.
7. **Pink Eye** - Exclude until under treatment.
8. **Head Lice** - Please note that Windham Public Schools maintains a lice free policy which means that any student with live lice is not allowed to attend school until he/she has received treatment. Following successful treatment, a student will be allowed to return to school upon re-inspection by the school nurse. Parents or guardians of students who are found to have nits will be contacted by the school nurse. Students with nits can stay in school, but it is expected that the nits be removed in a timely manner. Please direct any questions to the school nurse in your child's school.

Medications:

When at all possible, we encouraged daily medications to be administered at home by the parent, even when prescribed 2 or 3 times daily.

Students are not permitted to carry any medication in school without proper authorization. This includes Tylenol, Advil or any over-the-counter medication. Connecticut law (CGS 10-212a) and regulations require a written order by an authorized health care professional and written parent or guardian authorization for the school nurse or other authorized personnel to administer any medication. This includes over the counter medications. Medication must be brought to the health office in the original labeled container. ALL medication must be kept in the health office. Students may not carry medication except in certain emergency situations. Epi Pens and Asthma Inhalers may be self-administered and self-carried if it is indicated on the Medication Administration Form. A new form is required every school year. Authorization forms are available at the physician's office or at each school. No exceptions can be made to this law.

Tylenol and Advil consent forms are available in the nurse's office. Unfortunately, due to state law, we cannot take permission over the phone.

Health Assessments:

A physical examination by a qualified practitioner is required prior to attendance for all kindergarten students and for new students at any level per state law (C.G.S. 10-204a, 10-206 and 10-214). Physical examinations must have been conducted within one year of entry. A physical examination is also required during the sixth and tenth grade. This examination must be conducted after July 1 of the summer before entering grade six and ten. Your child cannot start grade seven or eleven without having an updated physical and will be excluded from school until documentation is provide. Please contact your school nurse with any questions.

Immunization requirements are updated annually by the State of Connecticut. If you are unsure if your child is up to date with their immunizations please consult with your child's pediatrician or your child's school nurse.

Health Screenings

The Connecticut State Department of Education mandates that screenings be conducted by your child's school nurse in the following grades:

Hearing – grades K, 1st, 3rd, 4th, and 5th

Vision – grades K, 1st, 3rd, 4th, and 5th

Postural (scoliosis) – female students grades 5 and 7; Male students grade 8 or 9

If a referral is necessary the parent/guardian will be informed in writing. It is the responsibility of the parent or guardian to schedule the appropriate referral and to provide follow-up information to the school nurse. If assistance is needed to accomplish this, parents/guardians are encouraged to contact the school nurse. If you do not want your child screened for vision, hearing, or scoliosis, please contact your school nurse. If, at any time during the school year, the parent or teacher feels that a student is having a vision or hearing problem, we will gladly re-test that child upon request.

Sports Physicals

Sports physicals must be submitted to the school nurse every 12 months. The sports physical includes a more extensive assessment of the musculoskeletal system and also evaluates prior injuries such as concussions, soft tissue injuries and broken bones. The sports physical can be performed by your primary care provider.

For more information, see the Board of Education Series 5000 Health Assessments/Screenings and Oral Health Assessments regulations at windhamps.org.

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

The Windham 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;
 - 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 and 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; 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 the 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.

Legal References:

State Law/Regulations/Guidance:

- Conn. Gen. Stat. § 10-212a Administration of medications in schools, at athletic events and to children in school readiness programs.
- Conn. Gen. Stat. § 10-212c Life-threatening food allergies and glycogen storage disease: Guidelines; district plans.
- Conn. Gen. Stat. § 10-220i Transportation of students carrying cartridge injectors.
- Conn. Gen. Stat. § 10-231c Pesticide applications at schools without an integrated pest management plan. Prior notice.
- Conn. Gen. Stat. § 19a-900 Use of cartridge injectors by staff members of before or after school program, day camp or day care facility.
- Conn. Gen. Stat. § 52-557b "Good Samaritan law". Immunity from liability for emergency medical assistance, first aid or medication by injection. Immunity from liability re automatic external defibrillators. School personnel not required to administer or render emergency first aid or administer medication by injection.
- Regs. Conn. State Agencies § 10-212a-1 through 10-212a-7 Administration of Medication by School Personnel

Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools (Includes Guidelines for Managing Glycogen Storage Disease), Connecticut State Department of Education (Updated 2012).

Federal Law:

- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. § 12101 et seq.

School Based Health Centers (for schools with SBHC)

School Based Health Centers, a grant program through the Connecticut Department of Public Health, are located in Windham High, Windham Middle and Barrows STEM Academy. Medical and mental health services are provided by a health care professional. All students in these building are eligible to participate through a simple enrollment form

provided at request. All services are done at no cost to the patient or parent/guardian. Insurance information is taken and insurance is billed, but no co-pays or balances are collected. Physicals, immunizations, sick child visits, individual and group counseling, grief counseling and assistance with diabetes, weight and asthma management are just a few of the services provided. . For more information, please call during school hours.

Snack/Birthday Celebrations

Nutrition is one of the most significant factors in the development of a healthy child. To go along with our healthy food nutrition policy, we encourage children to bring in healthy snacks for snack time and for celebrations. Some suggestions are:

- fruit
- whole grain crackers, bread, or bagels
- cheese slices or cubes
- rice cakes
- fresh cut-up vegetables (celery, carrot sticks, pepper slices)
- juice boxes of 100% juice
- small portions of unsweetened cereals (Cheerios, Chex, etc)
- popcorn, pretzels, tortilla chips

Please contact your child's school prior to bringing in food or candy to share with the class, and please note that we are a peanut aware school district.

Student Accident Insurance

A school-time accident insurance plan is made available to all students. Shortly after the opening of school, applications are distributed to students for this insurance at a minimum cost payable directly to the insurer. Windham Public Schools recommends that you seriously consider purchasing one of these policies.

9. School Procedures

Cancellations/Delays/Early Closings

In the event of weather-related or other emergency, Windham Public Schools' officials do their best to make timely decisions regarding school closings, delayed openings, or early dismissals. We aim to make decisions about school closings and delayed openings by 5:30am on the day of the event. Decisions on early dismissals are ideally made no later than 11:30am on the day of the event. Generally, if schools are closed for the entire day or if there is an early dismissal, after school programs, events, and sports are cancelled or postponed.

School closings, delayed openings, or early dismissals announcements are distributed to all district parents and staff through our Thrillshare call, email, and/or text alert system. To choose how you want to receive these messages, please register with Thrillshare (directions can be found at the bottom of our district's website: windhamps.org). Announcements are also posted to the district's Facebook page (facebook.com/windhamschools), on our district website, and are carried

on radio station WILI, WTIC AM and television channels (WFSB-TV, WVIT-TV NBC Connecticut, WTHN-TV News 8, and Fox CT.

If Windham Public Schools' officials find it necessary to close schools early in the school day and announce a 2-hour early dismissal due to inclement weather or an unanticipated problem, it is important to be prepared. Please plan for an alternate place for your child to go if you are at work or away from home when we have an early closing and convey that to the school so that student safety is maximized. Two-hour early dismissals will result in the following:

- There will be no afternoon preschool sessions, after school events, programs, or spots;
- Radio and TV announcements will be made by the above stations concerning the time of early dismissals; and
- Lunches will be provided according to the lunch menu, but will be served earlier.

Child Abuse – Mandated Reporter

This regulation is intended to safeguard children whose health and welfare may be adversely affected through injury and neglect, and to ensure a nurturing and safe environment. Reports should be made where there is reasonable cause to suspect or believe that any child under the age of eighteen:

1. Has had physical injury or injuries inflicted upon him/her (other than by accidental means) by a person responsible for the child's health, welfare or care, or by a person given access to the child by a responsible person.
 2. Has injuries which are at variance with the explanation given of their occurrence.
 3. Is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.
 4. Has been neglected in one or more of the following ways:
 - a. Has been abandoned;
 - b. Is being denied proper care and attention, physically, educationally, emotionally, or morally;
 - c. Is being permitted to live under conditions, circumstances or associations injurious to the child's well-being.
- Is in danger of being abused even though one does not have reasonable cause to suspect or believe any such abuse has actually occurred.

A. Report of Child Abuse

Any staff member who has reasonable cause to suspect that a child has been abused or neglected must report the abuse immediately.

1. The mandated reporter (i.e., teacher, guidance counselor, etc.) phones report of suspected abuse immediately to the Department of Children and Families (ask for Protective Services Supervisor or the Intake Unit) or the police.
2. The concerned staff member brings to the attention of the school principal (or his/her designee) immediately after making the report.
3. School principal (or his/her designee) confers with the school nurse, psychologist, social worker or other appropriate personnel to obtain pertinent information about the student as necessary.
4. Principal (or his/her designee) notifies the Director of Pupil Services (or his/her designee).
5. Director of Pupil Services maintains the school system's central file on cases of suspected abuse.
6. School principal (and/or his or her designees) or school social worker may inform parent of referral after consultation with DCF if they feel parent will not punish their child with further abuse, or:

- a. may request parent conference at school immediately, or
- b. may take child home and confer with parent, or in an emergency situation, take child for medical care.

The reporter sends a written report of Suspected Child Abuse to the Department of Children and Families within 48 hours of oral report. A copy of the report is sent to the Director of Pupil Services. An oral report shall be made immediately to be followed within seventy-two hours by a written report.

B. Reporting of Child Abuse by School Employees

Any staff member who has reasonable cause to suspect that a child has been abused by a school employee must report the abuse immediately.

1. The mandated reporter (i.e., teacher, guidance counselor, etc.) phones report of suspected abuse immediately to the Department of Children and Families (ask for Protective Services Supervisor or the Intake Unit) and the police.
2. The staff member shall immediately notify the building principal or his/her designee and the superintendent. The superintendent or his/her designee shall immediately notify the parent.

The reporter sends to the Department of Children and Families and to the police department a written report of Suspected Child Abuse within 48 hours of oral report. The report must name the child, parents, child's age, nature and extent of injuries, evidence of previous injury or maltreatment to child or sibling, the name of the suspected school employee, and any other information that might be helpful 1. in protecting the child.

2. The superintendent is obligated to immediately begin to investigate the report, and normally complete the investigation within two school days. If he or she finds evidence of child abuse by a school employee, must immediately notify the child's parent or guardian, the local or state police, and the Department of Children and Families. If there is no evidence, the superintendent must still notify all parties of the outcome.
3. When an investigation produces such evidence, and the employee in question is in a position requiring certification, the superintendent may suspend the certified employee, with pay and without termination of benefits, provided that he or she notifies the board of education of the reasons for the suspension within seventy-two hours.
4. The suspension of a certified employee remains in effect until the school board takes action under the Teacher Tenure Act.
5. If a certified school employee is convicted of a crime involving child abuse, the state's attorney must notify the superintendent of schools and the State Board of Education is obligated to commence proceedings to revoke certification in such an event.

When an investigation produces such evidence and the employee in question is not in a position requiring a certificate, the superintendent may discipline the employee in accordance with the provisions of the relevant collective bargaining agreement and/or of Board Policy.

Emergency Contact Information Update

Students who move, change their address or telephone number, but continue to attend school are asked to notify their main Office of these changes as soon as possible.

Food Services and Cafeteria

The Windham Food Service Department is committed to providing a variety of appealing and nutritious meals. All meals are consistent with the USDA Dietary guidelines for Americans and are made and served in a sanitary environment that is

essential for each student's needs. Windham Public Schools encourages parents/guardians of students with food allergies to notify the school nurse of the allergies as they may be life-threatening. In partnership with families, the community, and our town, our food service program strives to provide fuel to learn, assisting students in achieving their maximum potential. After all, healthy children are the best learners! *For more information, please see Board of Education Policy 6142.101 - Wellness for more information on healthy learning environments.*

If you are seeking a food modification for your child, please contact your school nurse, or you may contact the Food Service Director at 860-465-2608 or by email at eVolle@windham.k12.ct.us. All potential food modifications must be assessed on an individual case-by-case basis and be compliant with state and federal regulations.

10. Visitor Protocol / PTO

Protocol for Visitors

Safety in our schools is a top priority throughout the District. Therefore, we are requiring that school staff maintain a standard protocol for visitors. When someone requests entry, they will be asked to identify themselves by name, be asked about the purpose of their visit, and if admitted, required to go directly to the main office to sign in. Even if you are a frequent visitor to your child's school, please help us maintain this protocol.

For more information, please see Board of Education Series 1000 Policy and administrative regulations regarding Visitors.

Parent Teacher Organizations (PTO)

Each school's parent teacher organization helps sustain a close relationship between the parents, teachers, and students by creating opportunities within the home, school, and community. PTOs assist teachers within the classroom settings, raise funds for educational materials and experiences, advocate for school and family social interaction, and provide an unbiased forum for sharing information on issues that impact our children. The team effort of a parent teacher organization contributes to a positive culture and learning environment for children. We encourage all parents to become involved with their school's PTO and support their activities.

11. Fire/Safety Drills

Fire/Safety Drills

A fire drill shall be held at least once a month in each school building. Building leaders will inform teachers and students as to route and manner of exit, planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion. Students are expected to take these drills seriously, and listen carefully to directions from staff.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. These crisis drills include:

- Lockdown: Threat may be in the building. Secure all doors. No one in/out of the building
- Shelter in Place: Threat may be outside the building. Secure all doors. Continue teaching, but do not change classes. No one in/out of the building

- Secure School: Concern for a possible threat near the school property. Secure all doors. Continue teaching, and classes change. No on in/out of the building.

It is important that during these drills, and in the case of a real incident, students do not respond to fire alarms, overhead pages or knocks/noises at the door. All cell phones must be turned to silent immediately. No passes to any students. All rooms will only be cleared by Administration, Security or Police officials.

In case of an emergency incident at a school, parents are encouraged to not contact their child directly by cell phone for safety reasons, nor call the main office, so that school officials can respond to the incident. Emergency updates will be communicated through the alert system with instructions to listed emergency contacts.

12. Photos/Videos

Photography/Video/Interviews/Student-produced Work

On occasion, Windham Public Schools staff or local/state news media may photograph, interview or take video of students and/or student-produced work during school and after school hours. They are used for state/local, district, and school publications, productions, websites and social media outlets for Windham Public Schools. Additionally, students may be videoed by school personnel for diagnostic/educational purposes. Windham Public Schools may use these photographs and videos for an indefinite period of time unless this authorization is revoked in writing. However, if revoked, Windham Public Schools shall not be required to recall affected publications, productions, websites, social media outlets, photographs, videos, and other recorded images then in use.

Schools will send a photo release form at the beginning of the school year. If the parent does not wish photographs and/or videos of his/her child released, does not want their student interviewed or doesn't want their child's work posted, he/she must notify the school principal, in writing within thirty (30) calendar days of receipt of the School Handbook. The principal will then take every reasonable effort to ensure such photographs, videos, interviews and work will not be released. This parental prohibition does include the publication of photographs or video taken for the school yearbook or similar publications.

Surveillance equipment may be used on buses, in certain areas of campus, and at school events for security, safety, and discipline purposes. These video/audio records may be utilized as evidence for certain disciplinary procedures. This evidence may be maintained as part of a student's record and available to the parent. Parental notice restricting photographs or videos will not apply to the use of surveillance equipment for safety, security, and disciplinary procedures.

13. Student Discipline

Student Discipline

Rights and Responsibilities for the School Community

(For more information, please see the full Board of Education Series 5000 Policy—Student Discipline at www.windhamps.org or by contacting the school Principal's office)

Good discipline in the school is extremely important to the school program. Without good discipline the school cannot discharge its responsibility in the development of good citizenship. Without good discipline, students cannot realize their greatest opportunities for growth. The Board of Education recognizes the right of a student to receive an education. Our schools exist for this purpose. In recognition of this basic right of students, it becomes the responsibility of the school authorities to provide and maintain a suitable

environment for learning. The Board of Education expects that the school administration will do everything in its power to maintain and facilitate the education program so that the individual needs of each student are met to the greatest possible degree. It becomes the responsibility of each student to conduct himself/herself in such a way as to promote a good learning environment for himself/herself and others. Therefore, all disciplinary actions and procedures including suspension are defensible only when they are judged to be of an extreme nature. It shall be the policy of the Windham Board of Education to expect standards of good citizenship from all members of the school community to insure a climate where learning can take place.

1. Individual conduct shall reflect consideration for the rights of others.
2. Respect for persons and property is expected.
3. Adherence to school rules and regulations and provisions of civil law is expected of all.

The following guidelines are to be utilized in determining disciplinary procedure based on the knowledge that good discipline is positive rather than negative, constructive rather than destructive and can only be effective when concern is shown for the individual student:

1. Conferences between concerned individuals shall be the primary procedure in dealing with student discipline, so that a maximum use of interpersonal relations serves as a guide in improving student behavior. This approach shall be effectively employed to aid a student in changing behavior with emphasis placed upon the growth of the student towards self-discipline and personal responsibility.
2. All procedures shall be fair, dignified and administered in good temper. Punitive actions taken routinely or carelessly are indefensible.
3. Care must be taken so that an individual student does not lose status with his peer group. Each member of the school community should guard against making remarks to others concerning the student's shortcomings or engaging in discussions in such a way as to reflect discredit upon students before others. (Research has shown a correlation between expectations and performance.)
4. Due process procedures have been established to include informing parents of their youngster's behavior and informing parents before any serious actions are taken. All records of a student's behavior shall be made available to the student's parents or guardians. This policy shall be distributed annually to students and parents together with any rules and regulations which are developed to implement this policy.

Conduct that is considered to violate a publicized policy of the Board of Education 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 the Discipline policy):

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 of Education 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 harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, alienage, ancestry, gender identity or expression, marital status, age, pregnancy, veteran status or any other characteristic protected by law.

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 officials 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).
11. Possession 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, or any item represented to be tobacco, drugs 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, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
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; 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, 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.
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 staff members, students, 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 situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, 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 staff member.
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.

For the full policy on Student Discipline, please see the full Board of Education Series 5000 Policy—Student Discipline at windhamps.org or by contacting the school Principal's office.

14. Student Records

Student records are confidential and cannot be disclosed to unauthorized people without parental consent. Parents may review their child's confidential records upon request. All requests must be in writing. When a request is made, the school will notify the parent of a date, time, and place where the records may be reviewed. Requests will be accommodated within a reasonable period of time (no more than 45 days). A school professional must be present at all reviews.

Family Educational Rights and Privacy Act (FERPA)

See Notification of Rights under Mandatory Information (Section 17 in this document). See also the Board of Education Policy 5125, 5125 Appendix, 5125 Forms 1-5 on the district's website at windhamps.org

Student Privacy Policy Model 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 Windham Public Schools 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

For more information or to view the full policy, see the Board of Education Series 5000 Student Privacy Policy (PPRA) at windhamps.org.

15. Student Use of District Computer Systems

Computers, computer networks, electronic devices, Internet access, and electronic messaging systems are effective and important technological resources. The Windham Board of Education (the "Board") has installed computers and a computer network(s), including Internet access and electronic messaging systems on Board premises and may provide other electronic devices that can access the network(s) and/or have the ability to send and receive messages with an operating system or network communication framework. Devices include but are not limited to personal computing devices, cellular phones, Smartphones, network access devices, radios, personal cassette players, CD players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices. Electronic messaging systems include mobile, chat, and instant message; cloud collaboration platforms, including internal chat, peer-to-peer messaging systems, and draft email message transfer; and products that have the ability to create duration-based or subjective removal of content, such as Snapchat, and security focused platforms, such as Signal. The Board's computers, computer network, electronic devices, Internet access, and electronic messaging systems are referred to collectively as "the computer systems" and are provided in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to students in the district for education-related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used by students solely for education-related purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain material that is obscene or obscene as to minors or contains child pornography, and ensure that such filtering technology is operative during computer use by minor students to the extent practicable when such students are using Board-owned computers or devices and Board-provided Internet access.

As the owner of the computer systems, the Board reserves the right to monitor the use of the district's computers and computer systems. *To view the full policy, see Board of Education Series 5000 Policy Regarding Student Use of the District's Computer Systems and Internet Safety.*

16. Transportation

Transportation Schedule

In mid-August the bus schedules for the coming year are published in the local newspaper, and are posted on the district's website., windhamps.org. From the home page look under "Departments" for "Transportation" for the complete schedule.

Students Entitled to and Privileged to Transportation

1. All resident children will be entitled to transportation from the designated bus stop near their homes to the closest school they attend in accordance with the following table of walking limits. If a student chooses another school outside of their home area transportation will be provided to that school from a designated pick-up area. It will be the parent or guardian's responsibility to provide transportation of the student to and from the designated pick-up area.

Grade Pre-K All bused (except as cited above)

Grade K - 5 ½ mile (except as cited above)

Grade 6 - 8 1 mile

Grade 9 - 12 1 ½ mile

2. Bus routes will be established so that a centralized bus stop is available within a reasonable walking distance of the home of every resident student entitled to transportation services.
3. Any student unable because of physical infirmities (temporary or permanent) to walk to and from school or bus stop, as required in paragraphs A.1 or A.2, may be provided with transportation directly from and to his/her home upon authorization of the Superintendent of Schools. Such authorization will depend upon documentation of the infirmity by the school Medical Advisor or the student's physician.
4. All pre-school, kindergarten first grade and second grade students shall be picked up and returned to their designated bus stop with an authorized person present. If an authorized person is not present, the driver shall take the student back to his or her school where parents will pick up their children. Bus drivers will return students to their schools if the person present is unfamiliar or unidentified.

Code of Behavior

1. The driver is in charge of the bus and all students riding therein. The bus driver has the authority to assign students to specific seats if needed or desirable. The driver shall enforce all rules and regulations adopted by school authorities for the conduct of students on the bus. Failure to obey directions and other violations of rules will be reported to the appropriate administrator.
2. Students must take a seat upon entering the bus and remain seated while the bus is in motion.
3. Students shall not move from one seat to another except as directed by the bus driver and at a time when the bus is not in motion. They should get on and off the bus only when it is fully stopped.
4. Conduct on the bus should be substantially the same as classroom conduct except that reasonable talking is permissible.
5. No indecent or profane language shall be permitted on the bus, nor shall there be any rowdiness.
6. Unnecessary talking with the driver is prohibited.
7. The possession and/or use of alcohol, drugs, knives, guns and any other dangerous or illegal items on the bus are strictly prohibited.
8. The use of tobacco, matches or lighters on the bus is prohibited and is a violation of state law.
9. The throwing of any objects in or around the bus is strictly prohibited.
10. Students must not at any time extend their arms or heads out the bus window.
11. Bus windows shall not be opened without the consent of the driver.
12. Students shall assist in keeping the bus clean, sanitary and orderly and shall refrain from abusing the bus, its cushions or other equipment.
13. Upon entering or leaving the bus, students shall avoid crowding or in any way disturbing others.
14. Students shall not leave the bus without permission from the proper school authorities except at their designated stop.
15. Students shall enter and leave the bus only by the front door except in case of emergency.
16. Students tampering with the emergency door except in an emergency will have bus privileges suspended.

17. Students must be on time and at all times cooperate in keeping the bus on schedule.

Penalties

First Offense - Student shall be spoken to by the Principal and the parents shall be notified; with any exceptions at the discretion of the Principal

Second Offense - Student shall be spoken to by the Principal and a written warning with the rules and regulations will be sent home.

Third Offense - Student's bus privileges shall be suspended.

Fourth Offense - Student may be expelled from bus privileges for the remainder of the year with the approval of the Superintendent if it is necessary to maintain the safety and well-being of the students or bus driver.

NOTE: Although progressive discipline will be followed for offenses of a minor nature, any serious offense may result in immediate suspension from bus privileges.

17. Mandatory Information

Asbestos Notification

State and federal asbestos regulations require that building occupants be notified about asbestos management activities and the existence of the Asbestos Management Plan (AMP).

The Windham Public Schools facilities have been inspected to determine the presence of asbestos and to evaluate the potential for human exposure to airborne fibers. As is the case for most schools, asbestos-containing products were found in our school buildings.

Wherever the potential exists for damaged materials to cause asbestos fibers to be released into the air, we have encapsulated or enclosed the material. Most of the materials that present a potential for exposure are in areas that are inaccessible to students, such as boiler rooms and pipe tunnels.

An Asbestos Management Program has been developed to maintain these materials in a condition in which they do not pose a health hazard. As part of this program, asbestos-containing materials are inspected several times each year and the Asbestos Management Program are re-evaluated every three years.

Anyone wishing to know more about the Asbestos Management Program or the asbestos containing materials found in our schools should ask to see the Asbestos Management Plan, which is on file in the main office of each building and in the Facilities office.

Any questions may be addressed to:

Windham Public Schools
Director of Facilities
355 High Street, Unit B
Willimantic, CT 06226
860-465-2335

Bullying

See Bullying Prevention and Intervention/Safe School Climate Plan under Section 7 – Behavior Expectations of Students

Child Care Services and School Readiness Programs Administered by a Public School System

Pursuant to Conn., Gen. Stat. § 19a-77, child care services and school readiness programs administered by a public school system are not required to be licensed by the Office of Early Childhood. Conn. Gen. Stat. § 19a-77; Conn. Agencies Reg. § 10-212a-1(43). Section 2 of Public Act 16-100 amends Conn. Gen. Stat. § 19a-77 to require that public school districts inform the parents/guardians of any children receiving services or enrolled in such programs that the public school district is not licensed by the Office of Early Childhood to provide such services or offer such programs. Public school districts are exempt from such licensure requirements.

Management Plan and Guidelines for the Management of Food Allergies, Glycogen Storage Disease and/or Diabetes

See Section 8 – Health Office for information regarding the management plan and guidelines for the management of food allergies, Glycogen storage disease and/or diabetes.

Free and Reduced-Price Meals Eligibility

Pursuant to 7 C.F.R. § 245.5 and state policy, schools who participated in the National School Lunch Program, the School Breakfast Program, or the Special Milk Program, the district is required to notify parents and the public information about free and reduced meals and/or free milk at the beginning of each school year and whenever there is a change in eligibility criteria. The district must also provide parents with an application form. Furthermore, the Connecticut State Department of Education (SDE) generally requires that school districts participating in such programs use the template letters and forms provided by SDE and, any modifications of the forms must be reviewed and approved by SDE. An explanation of the required notices and sample forms are available at: <http://www.fns.usda.gov/school-meals/applying-free-and-reduced-price-school-meals> . The SDE forms, including the state templates, are available at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320680> . Further, in accordance with 42 U.S.C. § 1758(b)(6) a child's eligibility status is generally considered confidential and usually may only be disclosed with prior notice and/or consent.

Nondiscrimination Statement

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including

athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination or harassment may obtain a copy of the Board's complaint procedures and complaint form, which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy Series 5000 Non-Discrimination (Students), and are available online at www.windhamps.org or upon request from the main office of any district school.

For more information, see Board of Education Series 5000 Policy Non-Discrimination (Students) on the district's website at windhamps.org. See also Series 1000 Non-Discrimination (Community), also on the district's website.

Parent and Family Engagement:

Parent and Family Engagement (For Title I Students)

In accordance with Section 1010 of the Every Student Succeeds Act ("ESSA"), Public Law 114-95, it is the policy of the Windham 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.

Schools will notify parents and family members of students eligible to participate in Title I programs when the annual meeting is held. *For more information, see the Board of Education Series 6000 Parent and Family Engagement Policy for Title I Students.*

Family Engagement Opportunities:

Role of Family Liaison

The Family-School Liaisons work cooperatively with students, adult family members, school staff, and community partners to remove barriers that prevent students from learning. Liaisons function as intermediaries and advocates, providing students with proactive preventative services which promote success; socially, behaviorally, and academically, through deliberate and effective targeted family interactions. Liaisons assist with planning, organizing and implementing family events in their related schools. They will also identify resources and services from the community to strengthen school programs. They provide information and ideas to families about how to help students at home with home curriculum-related activities.

Before/After School Program

For some students, before and after-school programming can give extra resources needed to achieve excellence. Windham Public Schools' before and after school programs provide extra tutoring, homework assistance, access to books and technology, as well as opportunities to explore extra-curricular activities that expand student's interests in the arts, music and physical activity. For more information, contact the Department of Family and Community Partnerships at 860-465-2595.

School Governance Council Overview (SGC)

The School Governance Council (SGC) provides a remarkable opportunity for our school to engage with families and community members in the essential dialogue about student achievement and preparing all students for success. SGC's

were created by the state's recent education reform law (Public Act 10-111) to enable parents, school staff, students (where appropriate), and community leaders to work together to improve student achievement in the state's lowest performing schools. SGC's serve in an advisory capacity and are charged with assisting the school administration in making programmatic and operational changes to improve the school's achievement. SGC elections are held each fall, and parents are encouraged to consider nominees

For questions relating to SGC's contact the Office of Family and Community Partnerships. To learn more about SGC's, visit <https://portal.ct.gov/SDE/SGC/School-Governance-Councils>

Policy Regarding Pesticide Application on School Property

It is the policy of the Windham 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 Windham 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 Windham 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 Windham 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. *This policy is also listed on the district's website at windhamps.org.*

Section 504/Americans with Disabilities (ADA) Act:

Notification of Rights, Grievance Procedure, and Coordinator Information

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 Windham Public Schools (the "District") recognizes 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 Director of Human Resources, the Section 504/ADA Coordinator for the Windham Public Schools, at phone number 860-465-2308.

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 Windham 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 Administrative Regulation Series 4000.
- 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. We recommend complaints be filed within thirty (30) school days in order to facilitate the timely resolution of potential disputes.
- 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. If the complainant or the respondent is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may request review and reconsideration of the conclusion of the complaint (an "Appeal") within thirty (30) days of receipt of the written outcome. In requesting an Appeal, the appealing party must submit the complaint, the written outcome of the complaint, and explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the Appeal.

Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or shall appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or designee shall provide written notice to the appealing party and the other party of the Superintendent or designee's decision within ten (10) school days following the receipt of the Appeal. When an Appeal is received during summer recess, the Superintendent or designee shall conduct the review as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the review, and no later than ten (10) school days after the start of the following school year. The Superintendent or designee's decision shall be final.

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. The district recommends that complaints be filed within thirty (30) school days in order to facilitate timely resolution of 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 individual 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. If the complainant is not satisfied with the findings and conclusions of the investigation, the dissatisfied party may present the complaint and written outcome to the Superintendent for review and reconsideration (an "Appeal") within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the appealing party to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting an Appeal, the appealing party must explain why such party believes the factual information relied upon by the investigator was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the Appeal.
- 2. Upon review of an Appeal from the appealing party, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted, or appoint a designee to do so. Such action may include consultation with the investigator and other relevant witnesses, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent or designee shall provide written notice to the appealing party of the Superintendent or designee's decision within ten (10) school days following the receipt of the Appeal, or if the Appeal is received during summer recess, as quickly as possible but no later than ten (10) school days after the start of the following school year.
- 3. If the complainant is not satisfied with the Superintendent or designee's decision or proposed resolution, such individual 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:

Director of Human Resources
 355 High Street, Unit B
 Willimantic, CT 06226
 860.465.2308

hr@windham.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>.

State Department of Education Complaint Resolution Procedure

SPECIAL EDUCATION STATE COMPLAINT PROCEDURES

Connecticut State Department of Education

Bureau of Special Education

As part of the Connecticut State Department of Education's (CSDE) general supervisory responsibility to monitor the implementation of Individuals with Disabilities Education Act (IDEA) requirements in the State, the CSDE must implement complaint resolution procedures as required under IDEA. The CSDE has developed this document to inform parents, public education agencies, and concerned citizens about the state complaint process and the procedures for filing a state complaint with the CSDE. The state complaint process is different from the other dispute resolution options – the impartial due process hearing system (due process complaint), and mediation.

An individual or organization may file a formal written complaint with the CSDE, Bureau of Special Education (BSE) if the complainant believes a local school district or other public educational agency has violated a requirement of state special education law or the IDEA Part B. A complaint must be submitted to the BSE in writing and must include certain elements as required under IDEA and as described in these procedures. The BSE will carry out an investigation and issue a written Findings Letter within sixty (60) calendar days of receiving a complaint that meets the requirements of IDEA. If the BSE determines that the local school district or other public education agency is in compliance with special education requirements, the Findings Letter will report that and the complaint file will be closed. If the BSE determines the local school district or other public education agency to be in violation of a special education requirement, the BSE, where appropriate, will direct the public education agency to take corrective action.

What is a special education state complaint?

A special education state complaint is a signed, written statement alleging that a local school district or other public education agency, including the CSDE, violated a requirement of IDEA or state special education law. A state complaint may be used to address claims regarding a single student or a group of students. In addition, a complaint alleging that a public education agency has failed to implement a special education due process decision will be reviewed and resolved through these complaint procedures.

Who handles and investigates special education state complaints?

The Bureau of Special Education (BSE) investigates complaints alleging violations of special education laws and regulations. Complaints should be submitted to:

Connecticut State Department of Education
Bureau of Special Education
450 Columbus Boulevard
P.O. Box 2219
Hartford, CT 06145-2219
860-713-6928
dueprocess.sde@ct.gov

State complaints may be submitted to the BSE via electronic mail, using the email address above. If a state complaint is submitted via electronic mail during a time outside of normal business hours, the complaint will be viewed as submitted at the start of the next business day.

Who may file a special education state complaint?

An individual or organization may submit a signed, written complaint. If the complainant is not a parent or guardian (for example, an educational advocate or teacher), the BSE cannot disclose to the complainant personally identifiable information about the student, including the BSE's Findings Letter, without written parent consent. Without consent, the BSE will not respond directly to the non-parent complainant regarding the complaint investigation. The BSE will notify the parent of the complaint filing, proceed with the investigation, and issue a Findings Letter directly to the parent and public education agency.

What must the state complaint include?

To assist individuals and agencies in completing all required elements in the complaint, the BSE has provided a model [State Complaint Form](#).

The use of the model form is not required, but the written complaint must include:

- a) A statement claiming that a public education agency has violated a requirement of state or federal special education law;
- b) The facts on which the allegation is based; and
- c) The complainant's signature and contact information.

If the alleged violation relate to a specific child, the written complaint must also include:

- o The child's name and resident address. In the case of a homeless child or youth, available contact information for the child;
- o The name of the child's school;
- o A description of the nature of the problem and related facts; and
- o To the extent known and available at the time of the complaint filing, a proposed resolution of the problem.

A state complaint may allege systemic noncompliance based on a policy, practice, or procedure applicable to a group of children that is inconsistent with Part B of the IDEA, or state law. Systemic complaints must identify the policy, practice, or procedure that constitutes the alleged violation and the facts upon which the alleged violation is based. A systemic complaint must contain sufficient facts to support the allegation. If the systemic complaint identifies specific children as similarly situated children, the BSE will review all relevant information regarding the named children. If no violations are found involving the named children, no further action is required to resolve the complaint. If the BSE identifies violations for the named children, the resolution must involve all other children who are part of the group of similarly situated children.

If a written state complaint includes allegations that are also the subject of an active due process hearing, the BSE must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. If a state complaint raises an issue previously decided in a due process hearing involving the same parties, the hearing decision is binding on that issue.

Can a complainant seek help in writing/submitting a complaint?

Yes. A complainant may contact the Bureau of Special Education at 860-713-6928 or the Connecticut Parent Advocacy Center at 860-739-3089 for assistance.

What is the time period for filing a special education state complaint?

The violation cited in a complaint must be alleged to have occurred within one (1) year of the date that the complaint is filed. The complaint is considered “filed” when the complaint is received by the BSE, includes all the required elements, and has been sent to the public education agency (see below).

Who else must be informed of the state complaint?

At the same time that an individual or agency submits a written complaint to the BSE, a copy of the complaint must be sent to the school district or public education agency responsible for providing educational services to the child. Failure to send a copy of the complaint to the school district will delay the start of the sixty (60) calendar day investigation timeline.

What happens after the state complaint is submitted?

Upon receipt of a state complaint, the BSE assigns the complaint a case number. The BSE reviews each complaint to determine whether all the required elements are included and confirms that the complaint was sent to the local school district or public education agency. Upon receipt of a signed and complete state complaint and confirmation that the complaint was sent to the public education agency, the investigation timeline begins. If elements are omitted, the complainant will be provided an opportunity to complete the necessary components.

If the complaint does not allege a possible violation of state special education law or the IDEA, or otherwise does not meet the IDEA complaint process criteria, an investigation will not begin. The BSE will send a letter to the complainant and the public education agency explaining why the BSE will not be opening an investigation and the complaint file will be closed. Further, the BSE will dismiss any allegation made in a complaint, when, based on all of the facts and information provided by the complainant, the BSE cannot reasonably conclude that the public education agency has violated a special education requirement.

How does the investigation proceed?**Inquiry Letter**

When a complaint meets all of the required elements, it is assigned to a BSE education consultant (Investigator) to conduct an investigation. A written Inquiry Letter is sent to the Special Education Director of the school district or public education agency against which the complaint is filed setting forth the issues to be investigated and requesting a response to the complaint (including available supporting documentation) and the Inquiry Letter within a specified time period, usually between ten (10) and fourteen (14) calendar days. The public education agency’s response to the Inquiry Letter may include a proposal to resolve the complaint.

A copy of the Inquiry Letter is also sent to the complainant by regular mail or electronic mail.

The Inquiry Letter:

- Identifies the assigned complaint investigator;
- Confirms the date the complaint was received and found sufficient;
- Identifies the issue(s) to be investigated;
- Identifies any issue(s) that will not be investigated with an explanation;
- Includes a timeline for the public education agency to respond to the complaint and the identified issue(s); and

- Includes, to the complainant, a copy of the *Special Education State Complaint Procedures*, and *Notice of Procedural Safeguards*.

Investigation

The Investigator will investigate the complaint issues as set forth in the Inquiry Letter, gather evidence, and conduct a review of all relevant information and documents provided by the complainant and the public education agency to determine the facts in the matter. During the investigation, the Investigator may request additional documentation, conduct individual interviews and/or conduct an on-site visit. The complainant will be provided a copy of the public education agency's response to the complaint, upon request. The complainant may submit additional information, either verbally or in writing, to the Investigator regarding the allegations in the complaint or the public education agency's response but is not required to do so. Such additional information will be considered as long as such additional information is submitted in a timely manner as determined by the Investigator. Any additional allegations of violations not included in the identified issues in the Inquiry Letter will be processed as a new complaint.

The Investigator reviews all relevant information and evidence in determining the facts and makes a determination regarding whether the alleged complaint is substantiated by fact and whether the public education agency is in compliance with either state or federal special education law and regulations.

How does the BSE report the investigation's findings?

Within sixty (60) calendar days of the filing of a complaint that meets IDEA requirements, the BSE issues a final written decision – Letter of Findings – to the complainant and school district or public education agency that addresses the allegations in the complaint, and includes: (1) findings of fact and conclusions; and (2) the reasons for its final decision. (An extension in time beyond the sixty (60) days is permitted only if exceptional circumstances exist with respect to a particular complaint).

If, during the investigation, the Investigator identifies a violation not alleged in the complaint, the Investigator will notify the public education agency that the violation has been identified and provide the public education agency an opportunity to respond to the finding of noncompliance. The noncompliance will be addressed through BSE general monitoring activities, technical assistance activities or added to the complaint investigation Letter of Findings.

What if the investigation finds the public education agency in noncompliance with IDEA or state requirements?

If the BSE identifies noncompliance, the Findings Letter will specify steps, which the public education agency must take to bring it into compliance. The BSE will order specific corrective action to remediate the denial of services or procedural violations which may include, but is not limited to, compensatory education, monetary reimbursement, staff training and professional development and appropriate future provision of services for children with disabilities.

The Findings Letter will include explicit timelines by which the public education agency is required to implement corrective action. The BSE may direct the school district or public education agency to develop a corrective action plan. The plan shall specify timelines and sufficient detail to describe how the violations will be corrected, and it must be approved by the BSE.

The BSE is responsible for tracking and ensuring the implementation of corrective action ordered through the complaint process. The BSE will verify that the corrective actions are implemented as soon as

possible within the timelines specified in the Findings Letter, and, in most cases, no later than one (1) year from the BSE's identification of noncompliance.

When the public education agency submits satisfactory evidence that all actions in the corrective action plan have been completed and correction of noncompliance is verified, the BSE will notify the public education agency and the complainant and close the complaint.

Can the decision be appealed?

The BSE's final decision cannot be appealed. However, if the issue(s) are still in dispute, the parent complainant or public agency may, if they have not already done so, use mediation or file a due process hearing request to resolve disputed issues.

Is mediation available when a state complaint is filed?

Yes, in the interests of building cooperative, collaborative relationships with all parties involved in the child's education, mediation is available, but not required, when a state complaint is filed and while the investigation is ongoing. If the complainant and the public education agency agree to attempt to resolve the complaint issue(s) through mediation, the complaint investigation timeline may be extended with the agreement of the parties. The BSE will notify both the complainant and the public education agency if the timeline is extended.

Can a state complaint be withdrawn?

At any time prior to the issuance of the Findings Letter, the complaint may be withdrawn by the complainant. Upon withdrawal of a complaint, the BSE will not take further action regarding the matter. The withdrawal of a complaint may be made by the complainant either in writing or during a conversation with the BSE. A written confirmation of the withdrawal will be provided to the complainant and the public education agency.

Have these procedures been shared with the public?

These procedures have been posted on the CSDE's website at <https://portal.ct.gov/SDE/Services/Special-Education> and disseminated to the Connecticut Parent Advocacy Center, the State's parent training and information center.

Student Discipline Policy

See Section 13 – Student Discipline. See also the full Board of Education Series 5000 discipline policy at windhamps.org.

Student Records Policy (FERPA) Notice:

See also the Board of Education Policy 5125, 5125 Appendix, 5125 Forms 1-5 on the district's website at windhamps.org

SAMPLE NOTIFICATION OF RIGHTS UNDER FERPA

WINDHAM PUBLIC SCHOOLS

Willimantic, Connecticut

Dear Parent or Student:

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal/school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students may ask the District to amend a record that they believe is inaccurate. They should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading, or otherwise violates the student's privacy rights.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception which permits disclosure without consent is disclosure to school officials, including teachers within the District, 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); or a person serving on the Board of Education. A school official may also include a volunteer or contractor outside of the District who performs an institutional service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifiable information from education records. This includes a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); a parent of student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

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

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

Upon request, the District will disclose a student's education record without consent to officials of another school district or charter school or institution of postsecondary education in which the student seeks or intends to enroll or where the student is already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

Office of the Chief Privacy Officer (OCPO)

U.S. Department of Education

400 Maryland Avenue

SW Washington DC 20202-4605

Note: In addition, a school may want to include its directory notice as required by FERPA regulations with its annual notification of rights under FERPA. Such a notice is provided in item #5. Be sure that which is listed as "Directory Information" in this notification agrees with what the district has designated as "Directory Information."

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

The following information may be released without obtaining parental consent:

Student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible, activities thereof (e.g. artistic performances sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

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

6. Pursuant to federal law, military recruiters and institutions of higher learning may request and receive the names, addresses and telephone numbers of all high school students, unless their parents or guardians notify the school not to release this information. Please notify the District in writing if you do not want this information released.

7. Personally identifiable information in the student's records may be released to authorized representatives of the Attorney General of the United States, the U.S. Secretary of Education, or State and local educational authorities such as the Connecticut Department of Education in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs, and to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

8. Schools may release information received under a community notification program concerning a student who is required to register as a sex offender in the State, with consent.

9. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible student, FERPA regulations require the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

10. Information may be disclosed from the education records of a student without obtaining prior written consent of the parents or the eligible student in the following situations:

a. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

b. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.

c. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- d. To accrediting organizations to carry out their accrediting functions.
- e. To parents of an eligible student if the student is a dependent for IRS tax purposes.
- f. To comply with a judicial order or lawfully issued subpoena.
- g. To appropriate officials in connection with a health or safety emergency.
- h. Information the school has designated as "directory information."
- i. To child welfare agencies, or tribal organizations that are legally responsible for the care and protection of students, including the educational stability of children in foster care.

Title IX: Grievance Procedure and Coordinator

It is the policy of the Windham Board of Education (the "Board") for the Windham Public Schools (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. The Title IX Coordinator for the District is the Director of Human Resources, 355 High Street, Unit B, Willimantic, CT 06226; phone: (860) 465-2308; email: hr@windham.k12.ct.us. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

For more information, including the forms, see the Board of Education Series 5000 Policy and Administrative Regulations – Sexual Harassment at windhamps.org.

Green Cleaning Products Notification

It is the policy of the Windham Board of Education 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.

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. *For additional information, see Board of Education Series 1000 Policy regarding Green Cleaning Programs on the district's website at windhamps.org.* You may contact the school's principal or the Director of Facilities, 355 High Street, Willimantic, CT 06226.

Indoor Air Quality

Section 10-220 of the Connecticut General Statutes 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 every five years. A school district must make the results of this inspection and evaluation procedure available for public inspection on the district's or each school's individual website. Additional copies will be made available from the Director of Facilities.

Wellness Policy

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 amends existing federal law regarding public school wellness policies. Under this law, new federal regulations have been promulgated that require public school district wellness policies to include goals for nutrition promotion, ensure that food and beverages marked on school campuses during the school day meet certain nutritional standards, and expand the list of individuals permitted and encouraged to participate in the development of such wellness policies. For more information, see Board of Education Series 5000 Wellness Policy on the district's website at windhamps.org.

Notification of Board of Education Spending

Pursuant to Conn. Gen. Stat. § 10-222o, please visit the district's website at windhamps.org to view the Board of Education's recommended budget book.

Notification Procedures for Requesting an Initial Evaluation of a Child

Each Board of Education shall make available information, understandable to the general public, concerning the procedures for requesting an initial evaluation of a child to all parents and professional staff of such Board. Such information shall include, but not be limited to, a description of the general education interventions that are provided to meet the needs of individual children before a referral for special education evaluation is requested and the special education referral and evaluation process. Such information shall identify at least one person in each school building that parents or professional staff of the Board may contact regarding school policies and procedures for special education referrals and evaluations. For more information, please see the Board of Education's Pupil Services page.

Non-emergency Invasive Physical Examinations/Screenings

Please see the Board of Education Series 5000 Policy regarding Health Assessments/Screenings for more information on this policy.

Notification to Parents of Their Right to Know Teacher and Paraprofessional Qualifications

As a parent of a student enrolled in Windham 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.

- 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;
- Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether your child's teacher is teaching in the field of discipline of his or her certification; and
- Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.